

**THE IMPLEMENTATION OF COMPENSATION
STRATEGIES TO IMPROVE THE 8TH GRADE
STUDENTS' READING COMPREHENSION AT SMPN
16 YOGYAKARTA IN THE ACADEMIC YEAR OF
2013/2014**

A Thesis

**Presented as a Partial Fulfillment of the Requirements for the Attachment of
the *Sarjana Pendidikan* Degree in English Education**



By:

VERSEVERANDA LOUSIA KAUNANG

09202241083

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF YOGYAKARTA
2014**

APPROVAL SHEET

**THE IMPLEMENTATION OF COMPENSATION STRATEGIES TO
IMPROVE READING COMPREHENSION OF THE 8TH GRADE
STUDENTS AT SMPN 16 YOGYAKARTA IN THE ACADEMIC YEAR
OF 2013/2014**

A Thesis



by:

Verseveranda Lousia Kaunang

09202241083

Approved on May 30th 2014

By:

Consultant



Dr. Margana, M.Hum., M.A

NIP.19680407 199412 1001

RATIFICATION SHEET

THE IMPLEMENTATION OF COMPENSATION STRATEGIES TO IMPROVE THE 8TH GRADE STUDENTS' READING COMPREHENSION AT SMPN 16 YOGYAKARTA IN THE ACADEMIC YEAR OF 2013/2014

A THESIS

by :

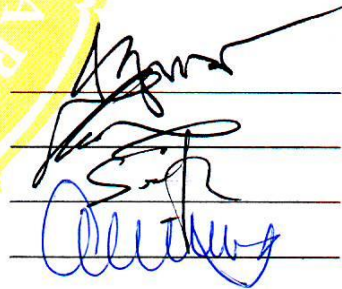
Verseveranda Lousia Kaunang

09202241083

Accepted by the Board Examiners of Faculty of Languages and Arts of Yogyakarta State University on 20th June 2014 and Declared to Have Fulfilled the Requirements for the Attainment of the *Sarjana Pendidikan* Degree in English Language Education.

Board Examiners

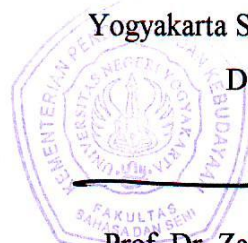
| | |
|-----------------|----------------------------|
| Chairperson | Dr. Agus Widyantoro, M.Pd. |
| Secretary | Sukarno, M.Hum. |
| First Examiner | Siti Sudartini, M.A. |
| Second Examiner | Dr. Margana, M.Hum. M.A. |



Yogyakarta, 20th June 2014

Faculty of Languages and Arts
Yogyakarta State University

Dean



Prof. Dr. Zamzani, M.Pd.

NIP. 19550505 198011 1 001

PERNYATAAN

Yang bertandatangan di bawah ini, saya

Nama : Verseveranda Lousia Kaunang

NIM : 0920224108

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni Universitas Negeri Yogyakarta

menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti pernyataan ini tidak benar, sepenuhnya menjadi tanggungjawab saya.

Yogyakarta, 30th May 2014

Penulis,



Verseveranda Lousia Kaunang

MOTTO

Truth is the light

So you never give up the fight

(Bob Marley)

**não cesso de dar graças por vós, lembrando-me
de vós nas minhas orações.(Efésios 1:16)**

DEDICATIONS

I proudly dedicate this thesis to my lovely sister,

Lenny Priskila Tan, S.Th

My Mom and Dad, Nicolas Kaunang and Eva

Frederica Clara Paath,

You all are my everything. I Love You.

ACKNOWLEDGEMENTS

All praise is to Lord Jesus and Virgin Mary for the love and peaceful feeling that I am able to finish this thesis.

I would like to express my gratitude to my supervisor, Dr. Margana, M.Hum., M.A. I thank him for the guidance, encouragement and motivation given to me. I am grateful to work together as a partner.

I would like to extend my great honor to the principal of SMPN 16 Yogyakarta and Siti Arina Budiastuti, M.Pd. B.I. as the English teacher in the eighth grade, who gave me a chance to do my research. My special gratitude is also forwarded to all the lecturers in English Education Department who gave me precious knowledge during my study. The deepest thank is also forwarded to my beloved family, friends and siblings and my special one, Deodoro Antonio Aleixo da Silva.

I realize that this thesis is still far from being perfect. Therefore, criticism and suggestions from readers are highly appreciated for the improvements of this thesis.

Yogyakarta, 30th May 2014



Verseveranda Lousia Kaunang

LIST OF CONTENTS

| | Page |
|---|-------|
| TITLE | i |
| APPROVAL SHEET | ii |
| RATIFICATION | iii |
| PERNYATAAN | iv |
| MOTTO | v |
| DEDICATIONS | vi |
| ACKNOWLEDGEMENTS | vii |
| LIST OF CONTENTS | viii |
| LIST OF TABLES | x |
| LIST OF FIGURES | xi |
| LIST OF APPENDICES | xii |
| LIST OF ABBREVIATIONS | xiii |
| ABSTRACT | xiv |
| CHAPTER I. INTRODUCTION | 1 |
| A. Background of the Problem | 1 |
| B. Identification of the Problem | 3 |
| C. Delimitation of the Problem | 4 |
| D. Formulation of the Problem | 5 |
| E. Research Objective | 5 |
| F. Research Significance | 5 |
| CHAPTER II. LITERATURE REVIEW | 7 |
| A. Theoretical Framework | 7 |
| 1. Reading | 7 |
| a. Definitions of Reading | 7 |
| b. Types of Reading | 7 |
| c. Types of Reading Performance | 8 |
| d. Reading Skills | 9 |
| e. Reading Comprehension | 10 |
| f. Reading Process | 11 |
| g. Teaching Reading in Junior High School | 12 |
| 2. Compensation Strategies | 12 |
| a. Definitions of Compensation Strategies | 12 |

| | |
|--|----|
| b. Strategies in Compensation | 13 |
| B. Conceptual Framework | 16 |
| CHAPTER III. RESEARCH METHODS | 18 |
| A. Research Type | 18 |
| B. Setting of the Time and Place | 18 |
| C. The Subjects of the Research | 19 |
| D. The Object of the Research | 19 |
| E. Data Instruments of the Research | 20 |
| F. Data Collection Techniques | 20 |
| 1. Observation | 20 |
| 2. Interview | 21 |
| 3. Conducting Pre-test and Post-Test | 21 |
| G. Data Analysis Technique | 21 |
| H. Data Validity | 22 |
| I. Research Procedure | 22 |
| 1. Reconnaissance | 22 |
| 2. Planning | 22 |
| 3. Action | 23 |
| 4. Observation | 23 |
| 5. Reflection | 23 |
| CHAPTER IV. THE RESEARCH FINDINGS AND DISCUSSION | 24 |
| A. The identification of the Field problems | 24 |
| B. Determining the Urgent Problems to Solve | 24 |
| C. Determining the Actions to Solve the Problems | 25 |
| D. The Relationship between the Field Problems and the Actions | 25 |
| E. The Research Process | 26 |
| 1. The Report of Cycle I | 26 |
| a. Planning | 26 |
| b. Action and Observation | 28 |
| c. Reflection | 37 |
| d. Summary of Cycle I | 40 |
| 2. The Report of Cycle II | 41 |
| a. Planning | 41 |
| b. Action and Observation | 42 |
| c. Reflection | 52 |
| d. Summary of Cycle II | 55 |
| F. General Findings | 56 |
| CHAPTER V. CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS | 60 |
| A. Conclusions | 60 |
| B. Implications | 61 |
| C. Suggestions | 61 |

| | |
|------------------|----|
| REFERENCES | 63 |
| APPENDICES | 65 |

LIST OF TABLES

| |
|--|
| Table 4.1 : Problems Relating to the Process of Teaching Reading |
| Table 4.2 : The Urgent Problems Relating to the Process of Teaching Reading |
| Table 4.3 : The Actions Applied in the Research |
| Table 4.4 : The Relationship between the Field Problems and the Actions |
| Table 4.5 : The Result of the Students' Reading Comprehension Task in Cycle I |
| Table 4.6 : The Result of the Students' Reading Comprehension Task in Cycle II |
| Table 4.7 : The Result of the Action Research Study |
| Table 4.8 : The Result of the Pre-Test and the Post-Test |

LIST OF FIGURE

Figure 2.1 : A Model of Classroom Reading Performance

LIST OF APPENDICES

Appendix A. Field Notes

Appendix B. Interview Transcripts

Appendix C. Observation Sheets

Appendix D. Lesson Plans and Course Grid

Appendix E. Reading Tasks (Cycle I & II)

Appendix F. Reading Comprehension Test (Pre-Test & Post-Test)

Appendix G. Students' Scores of Reading Task (Cycle I & II)

Appendix H. Students' Scores of Pre-Test and Post-Test

Appendix I. Photographs

Appendix J. Letters

LIST OF ABBREVIATIONS

| | |
|-----|-----------------------------|
| G | : Guru |
| K | : Kolaborator |
| P | : Peneliti |
| S | : Siswa |
| SMP | : Sekolah Menengah Pertama |
| KBM | : Kegiatan Belajar Mengajar |
| App | : Appendix |
| Int | : Interview |
| FN | : Field Note |

**THE IMPLEMENTATION OF COMPENSATION STRATEGIES TO
IMPROVE THE 8TH GRADE STUDENTS' READING
COMPREHENSION AT SMPN 16 YOGYAKARTA IN THE ACADEMIC
YEAR OF 2013/2014**

By :
Verseveranda Lousia Kaunang
09202241083

ABSTRACT

The objective of this research is to improve reading comprehension for the eighth grade students of SMPN 16 Yogyakarta through compensation strategies.

The type of this research was action research. The steps of this research were reconnaissance, planning, conducting action, observation and reflection. The participants of the research were the researcher, the English teacher, the collaborator, and the students of grade VIII at SMPN 16 Yogyakarta. There were two kinds of the data in this research. They were qualitative and quantitative data. The qualitative data were obtained by doing observation, interviewing both students and collaborator, making field notes, and having discussions with the collaborator as an observer. The quantitative data were obtained from the pre-test and the post-test. The validity of the data was obtained by applying democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.

In reference to the actions conducted in two cycles, the implementation of compensation strategies improved students' reading comprehension as justified in the following results. First, there is an improvement on students' reading comprehension involvement as most of the students perform their willingness and motivation in reading comprehension practices. Second, most students of grade VIII have high enthusiasm to share their reading comprehension. Third, there is an improvement on students' reading comprehension as displayed in the increase of the gain score (30,86) gained by deducting the mean score of the pre-test from the mean score of the post-test.

CHAPTER I INTRODUCTION

A. Background of the Problem

The curriculum of Junior High School in Indonesia (SMP) states that English teaching should cover the four macro skills. They are listening, speaking, reading and writing. All of the skills should be taught integratively. The purpose of teaching the four skills is to make students be able to comprehend texts in the form of written or spoken. Reading is one of the four skills which is important to comprehend. Through reading, students are able to find information which is useful for their life. In short, reading is important for students of schools of any level included Junior High Schools students.

Indonesian Education Ministry has put some standard of competences related to reading skill. One of the standard of competences is to understand the meaning of simple short essay such as a narrative text in order to interact with the around environment. This suggests the English teacher to teach narrative texts comprehensively.

In order to comprehend the narrative texts, students should interact with all the teaching and learning elements. Those are teacher, students, and the materials. All of the elements should be involved actively in learning process. All the elements work together to achieve the main goal of learning.

Unfortunately, the teaching activities do not always facilitate the students to comprehend narrative texts successfully. It happens because of the monotonous process. Students are only asked to read the narrative text, to listen the explanation by the teacher, and to answer the questions related to the text. Those kinds of activities cause low motivation in reading.

Students also find difficulties in understanding new vocabularies and sentence complexity. Facing the situations, students tend to translate the narrative text word by word that causes misunderstanding in meaning. Students waste their time mostly in translating the text in order to answer the questions. This causes many students failed to find the implied ideas or moral values.

Reading becomes an uninteresting skill to be learned. Therefore, students tend to be noisy while studying. Students prefer chatting with their friends to listening to the teacher explanation. Beside that, the learning activities are also one of the main problems. Teachers tend to apply monotonous activities in teaching reading. Finding difficult word and answering questions become the chosen activities applied in the classroom.

In connection with the problems mentioned above, the implementation of learning strategies especially compensation strategies enables students to comprehend narrative text effectively in order to avoid boredom and misunderstanding. In learning, the use of compensation strategies is able to create smart learners which are able to comprehend the

text based on the context. It is necessary for the researcher to conduct the action research in the 8th grade students at SMPN 16 Yogyakarta to improve students' reading comprehension. The action done in this research was implementing compensation strategies.

B. Identification of the Problem

The problems were identified based on the background stated in three crucial problems. They were students' competence, students' motivation, and the learning activities.

1. Students' competence.

The difficulties in understanding vocabulary items became the most important problem faced by the students. Unfamiliar vocabularies blocked them to understand the information on the text. It made them not able to comprehend the whole idea of the text. Beside the unfamiliar vocabularies, students also faced the difficulty in sentence complexity. The long clauses cause misunderstanding of the idea.

2. Students' motivation.

Students' motivation tended to be low because they had experienced the difficulties on reading text. Their participation in the classroom was relatively low. They tended to be busy with their own interesting business like chatting with their friends or playing games on mobile phone.

3. Learning activities.

The monotonous activities became the main problem in teaching and learning process. Reading and answering questions related to the text were the usual activities done by the teacher in teaching reading. Students did not find any challenges in learning narrative text.

C. Delimitation of the Problem

According to the problems mentioned above, the problems were complex and wide. Therefore, the researcher delimited the problem researched that was, implementing compensation strategies to improve reading comprehension of narrative text. This research was focused on the problem that relates to students' competence. The learning activities were conducted with an action research of using compensation strategies to improve reading comprehension focused on narrative texts for the 8th grade students at SMPN 16 Yogyakarta.

Beside delimitating the problem, the researcher also delimited the place of conducting the research. SMPN 16 Yogyakarta had been chosen to be the research place because the school has not applied compensation strategies in the teaching and learning process especially in reading activities for students in the 8th grade.

D. Formulation of the Problem

The problem of this research was formulated as follows.

How could the implementation of compensation strategies improve students' reading comprehension of narrative text for the students in the 8th grade at SMPN 16 Yogyakarta?

E. Research Objective

The objective of this research was to improve reading comprehension of narrative text through the implementation of compensation strategies for the students in the 8th grade at SMPN 16 Yogyakarta.

F. Research Significance

Theoretically, this research enriches current theories which give good reasons for the use of compensation strategies to improve reading comprehension of narrative text for the students of Junior High Schools.

Practically, the result of this research can be used as a model in teaching reading focusing on narrative text. This research is also expected to be beneficial for the students in improving their reading skills by developing their competence through compensation strategies.

CHAPTER II LITERATURE REVIEW

A. Theoretical Framework

1. Reading

a. Definitions of Reading

Nunan (2003: 68) states that reading is a fluent process of readers combining information from the text and their own background knowledge to build meaning. Richards and Renandya (2002: 277) assert that the primary purpose of reading is comprehension. The final step in a reading process is decoding larger units of language.

Another definition is stated by Murcia and Olshtain (2002: 119). They write that reading is a process of trying to understand a written text by readers through decoding, interpreting the message and eventually understanding the writer's intention. Davies and Pearse (2009: 90) define reading as an activity to confirm the specific topic and each change of topic that bases the readers' previous ideas in mind about the topic and readers' knowledge of the language on the text.

b. Types of Reading

Brown (2004: 186-187) writes three types of reading, academic reading, job related reading and personal reading. Genres of reading that belong to academic reading are textbooks, theses,

essays, papers, reference materials, editorials, and the like. Types of reading which are job-related reading are such as memos, applications, schedules, letters/emails, reports, and so forth. Genres of reading that belong to personal reading are such as newspapers, magazines, invitations, novels, short stories, etc. The genre of a text supports students in applying certain background information and cultural experience which assist them in getting the meaning. The categorization of reading aims for readers to know what the purpose of reading is.

c. Types of Reading Performance

Brown (2001: 312) sketches the types of reading performance as follows.

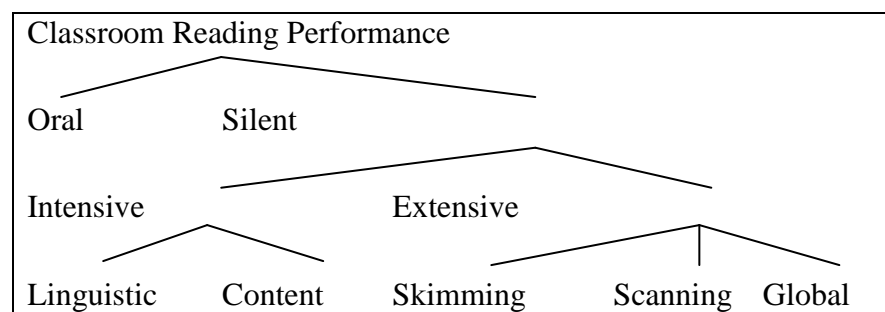


Figure 2.1. A model of Classroom Reading Performance

He emphasizes that although oral reading is not necessary activity, it may be implemented when the activities have clear purpose such as checking pronunciation or stressing a certain short segment of a reading passage. While silent reading is divided into two, intensive and extensive reading. Spratt, Pulverness, and

Williams (2005: 22) state that intensive reading is a classroom activity where students identify how language is used. They put attention toward semantic details such as grammatical forms, discourse markers, other surface structure of a passage or text. Extensive reading is done to get general understanding of the longer passages.

d. Reading Skills

Brown (2004: 187-188) notes that reading comprehension consists of two big elements, micro and macro skills. The micro skills are presented below.

- 1) discriminating among the distinctive graphemes and orthographic patterns of English.
- 2) retaining chunk of language of different lengths in short-term memory,
- 3) processing writing at an efficient rate of speed to suit the purpose,
- 4) recognizing a core of words, and interpreting word order patterns and their significance,
- 5) recognizing grammatical word classes (noun, verbs, etc.), systems (e.g. tense, agreement, pluralization), patterns, rules and elliptical forms,
- 6) recognizing that a particular meaning may be expressed in different grammatical forms,
- 7) recognizing cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

Meanwhile, the macro skills include:

- 1) recognizing the rhetorical forms of written discourse and their significance for interpretation,
- 2) recognizing the communicative functions of written texts according to form and purpose,
- 3) inferring context that is not explicit by using background knowledge,
- 4) distinguishing between literal and implied meanings,

- 5) detecting culturally specific references and interpreting them in a context of the appropriate cultural schemata,
- 6) developing and using a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, activating schemata for the interpretation of texts, inferring links and connections between supporting idea, new information, given information, generalization, and exemplification from described events, ideas, etc.

There are two essential skills for reading suggested by Mickulecky and Jeffries (1996: 35). They are previewing and predicting. Previewing is the activity to gather information about a book by examining its cover. Predicting aims to predict content of the text.

The other reading skills are making inferences and summarizing. Making inferences is the process of looking for clues and guessing what the text is about because the topic may not be stated in the text directly while summarizing is the retelling of important parts in the text with shorter form.

Summarizing is used to make sure the understanding of the reader about the message of the text, to explain the sense of a passage to others and to review the texts for examination.

e. Reading Comprehension

Some experts have defined reading comprehension. Brown (2001: 306) says that reading comprehension is primarily a matter of developing appropriate and efficient comprehension strategies

which relate to bottom-up procedures and other enhances the top-down processes.

Grellet (1981: 7) defines reading comprehension as understanding a written text. In addition, Pang et al (2003: 14) defines comprehension as the process of deriving meaning from connected text. Readers should interpret written symbols that represent language and they also employ their background knowledge to comprehend information there.

f. Reading Process

The processes of reading involve bottom-up, top-down, and interactive processing. Johnson (2008: 280) notes that in bottom-up processing the starting point is the text itself. The first step is identifying each letter in a text and then the words. The words are linked to form sentences. Sentence links each other to form paragraphs and they form a complete text. In this process students identify the components from smaller to bigger ones.

Nunan (1993: 82) notes that top-down can be taught to young readers by using background knowledge, scanning, skimming, identifying the genre of the text, and discriminating between more and less important information.

Murcia and Olshtain (2002: 135) explain that interactive view of reading process requires and integration and combination of top-down and bottom-up approaches.

g. Teaching Reading in Junior high School

Kimble and Garnezy in Brown (2000: 7) define teaching as a process of showing or helping the learners or someone to learn how to do something, giving instructions, guiding in the study of something, providing knowledge, causing to know or understand.

According to the Standard Competence of Junior High Schools, there are three kinds of genres that are learned by the students. They are descriptive, recount, and narrative. In order to achieve the comprehension of those kinds of genre, students need to be taught and facilitated well in teaching and learning process.

In relation to the texts, the teaching process also takes an important role in the successful of reading comprehension. The learning activities should be given interestingly and effectively.

2. Compensation Strategies

a. Definitions of Compensation Strategies

Compensation strategies are one part of the Learning Strategies which is included in Direct Learning Strategies. According to Oxford (1990: 47), compensation strategies are the strategies or tools that enable learners to use the new language for either comprehension or production despite limitations in knowledge. Learners use compensation strategies for comprehending the target language when they have insufficient knowledge of the target language. These strategies make up for the

deficiency in grammar and vocabulary. When learners do not know new words and expressions, they guess the meaning. A learner brings his own life experience to interpret data by guessing.

Compensation strategies are also used in production when the grammatical knowledge is incomplete. When a learner does not know the subjunctive form of verb, a different form may be used to convey the message. For example, a learner uses guessing strategies based on partial knowledge of the target language. When a learner recognizes the words *shovel*, *grass*, *mower*, and *lawn* in a text, it could be understood that the text is about gardening.

b. Strategies in Compensation

Compensation strategies are divided into two sets: guessing intelligently in listening and reading and overcoming limitations in speaking and writing. Those two aspects are used for each skill.

1) Guessing Intelligently in Listening and Reading

The two strategies which contribute to guessing intelligently refer to two different kinds of clues: linguistic and non-linguistic.

(a) Using linguistic clues

Seeking and using language-based clues in order to guess the meaning of what is read in the text or target language, in the absence of complete knowledge of vocabulary, grammar or other target language elements.

Language-based clues may come from aspects of the target language that the learner already knows, from the learners' own language or from another language. For instance, if the learner does not know one word of a sentence, the other words would give clues to the meaning of the unknown word and of the whole sentence.

(b) Using other clues.

Seeking and using clues that are not language-based in order to guess the meaning of what is read in the text, in the absence of complete knowledge of vocabulary, grammar, or other target language elements, non-language clues may come from a wide variety of sources: knowledge context, situation, text structure, personal relationships, topic, or 'general world knowledge'. For example, if the learner does not know what is meant by the words *discount* in a text, noticing that the word is used in the context of classifying ads, and that it is followed by a list of items and prices, providing clues suggesting that the term probably refer to selling and buying.

2) Overcoming Limitations in Speaking and Writing

There are eight strategies involved for overcoming limitations in speaking and writing. Some of these are

dedicated solely to speaking, but some can be used for writing, as well.

- (a) switching to the Mother Tongue.
- (b) getting Help
- (c) using Mime or Gesture
- (d) avoiding communication partially or totally
- (e) selecting the topic
- (f) adjusting or approximating the message
- (g) coining words
- (h) using a circumlocution or synonym

In line with reading comprehension, guessing intelligently becomes the main focus of this research. Guessing strategies are also called inferencing. It involves the use of variety of clues which are linguistic and non-linguistic clues. They are used to guess the meaning of difficult words when the learner does not understand. Guessing is actually just a special case of the way people typically process new information.

Compensation occurs not just in understanding the new language but also in producing it. Compensation strategies allow learners to produce spoken or written expression in the new language without complete knowledge.

Compensation strategies for reading comprehension are used to compensate for a lack of appropriate vocabulary. For

instance, if learners do not know the meaning of some new words in a text, they use the surrounding sentence and the context of the text to get the point or meaning.

B. Conceptual Framework

The curriculum of Junior High School states that the teaching of English should cover four skills: listening, speaking, reading and writing. Those four skills cannot be separated because they support one each other. Consequently, the teacher should consider these four skills in dealing English materials. The main goal of teaching reading is to make students comprehend or fully understand about written or printed information. It implies that reading has an important role in teaching English.

In the teaching and learning of reading, students' motivation and competence are needed. Those can be realized through an appropriate teaching technique. Those can be faced by applying the compensation strategies that involve guessing and context meaning at class to improve students' reading comprehension. In relation to reading strategy in the class, the researcher found that guessing unknown vocabulary without using dictionary can improve the motivation and competence of the students.

Moreover, the application of compensation strategies effectively developed the reading micro skill of retaining chunks of language of different lengths in short-term memory because compensation strategies

enable students to understand the meaning of the text directly using the clues. The compensation strategies allow learners to engage fully in the reading and text. The strategies make the learning material more impressive for students and avoid the boredom.

Based on the description above, the researcher revealed the implementation of compensation strategies during the English teaching learning process, especially during teaching reading. Then, she found the improvement of students' reading comprehension through the application of compensation strategies.

CHAPTER III RESEARCH METHOD

A. Research Type

In line with the goal of the research, to improve the reading comprehension of the students through the implementation of compensation strategies, this research followed the action research design. McNiff (2002: 15) states that action research is a name given to a particular way of researching our own learning. The researcher should make the progress of her manners in teaching by time to time until she gets the expected result. According to Kemmis and McTaggart in Burns, (2010: 8) the implementation of action research involves four cycles, planning, conducting action, observation and reflection. Burns (2010: 2) notes that action research relates to the ideas of reflective practice and the teacher as researcher. In this case, the teacher as researcher drew inference from the reflection about what she had done and what should be done as the ongoing development to improve the teaching and learning process.

B. Setting of the Time and Place

This research was conducted in the second semester in the academic year of 2013/2014 for the 8th grade students SMP N 16 Yogyakarta from February to March 2014. This school was selected for the research settings because of the researcher's interest in solving the problems related to students' reading ability found in the school.

C. The Subjects of the Research

This research involved the second grade (Grade VIIIIG) students at SMPN 16Yogyakarta. The choice of the grade was based on some reasons. First, the research could not be conducted in 7th grade because the students had not been introduced about text types. Second, the research could not be conducted in 9th grade because the students were in preparation for National Exam. Therefore, the research was conducted in 8th grade because they had got much input related to text types especially narrative text.

The researcher specifically took class VIIIIG based on the interview with the teacher that the students in the class were the weakest in terms of their reading comprehension ability (as indicated by the average score in reading).

D. The Object of the Research

This research focused on the reading comprehension of Grade VIIIIG students of SMPN 16Yogyakarta in the academic year of 2013/2014.

E. Data Instruments of the Research

Data of the research were in the forms of field notes, pictures/photos, audio-visual records, interview records/transcripts, and reading comprehension scores (obtained from pre-test and post-test). The

instruments of the research were in the forms of observation sheet, camera, recorder, interview guide, and reading comprehension tests (pre-test and post-test). Observation sheet was used to identify the problems happen in the reading learning process. Moreover, it was also used to note the improvement of the efforts done by the researcher in teaching reading. Camera was used to capture the situation of teaching and learning process from the first observation until the last in which the researcher conducted the efforts to improve students' reading comprehension. Interview guide was used by the researcher in which the researcher asked the information directly. Reading comprehension tests (pre-test and post-test) were given to know how successful the efforts of the researcher to improve students' reading comprehension.

F. Data Collection Techniques

1. Observation

The observation was conducted to identify the problems in the process of teaching reading. Before the action, the reseracher observed the process of teaching reading in the class. It was done to know the problems in reading comprehension more deeply. Observations were also done during the action. The collaborator wrote anything occuring at the class in each meeting in the field notes.

2. Interview

In order to get detailed information and to make a cross-check of students' impressions of learning activities, the researcher interviewed the collaborator and the students. All the interviews were recorded by voice recorder and transcribed into an interview transcript.

3. Conducting Pre-test and Post-test

In order to know how successful the action, the reseracher gave reading comprehension tests before and after the implementation. They were in the from of pre-test and post test. In the middle of the action, the reseracher also gave reading task at the end of cycle 1 and 2.

G. Data Analysis Technique

The data in this research were quantitative and qualitative in nature. The score of pre-test and post-test were quantitative data in nature. Interview transcripts, field notes and photo documentations were qualitative data in nature. In the analysis process, the students' reading scores of the pre-test and post-test was compared by using the *t*-test. The researcher transcribed the interview records. The transcripts were read over to draw a conclusion on the important points in each teaching and learning episode. Then, the researcher classified the data to formulate substantive theories.

H. Data Validity

Anderson in Burns (1999: 161-162) writes that there are five kinds of validitynamely democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. Through democratic validity, the researcher engaged the stakeholders such as the teacher and students to share their opinions, ideas, and comments about the research conducted. Outcome validity contains the activity in which the researcher measured results gained through the research conducted. With process validity, the researcher considered about dependability and competency. It is related to the participant ability in following the process of the research. By doing catalytic validity, the researcher measured the change of participants' feelings after and before the research conducted. In dialogic validity, the researcher didpeer review through dialogue with practitioner peer.

I. Research Procedures

1. Reconnaissance

In this step, the reseracher identified the problems seen from the observation, the interview, and the reading test scores of students. After that she detemined the possible problems to be solved, followed by determining the actions.

2. Planning

After the researcher identified a problem, she developed a plan of action in order to make improvements in a specific area of the

research context. In this case, reading comprehension was the problem that wanted to be treated.

3. Action

The researcher applied the actions planned before as the efforts in improving the students' reading comprehension.

4. Observation

When the actions were conducted, the researcher observed the condition to check whether the students' reading comprehension was making progress or not. This phase involved the researcher in observing the effects of the action in reading comprehension. The researcher also documented the context and asking opinions from those involved.

5. Reflection

At this point, the researcher reflected on, evaluated and described the effects of the action in order to make sense of what had happened and to understand the problem the researcher had explored more clearly. The researcher decided to do further cycles of actions to improve the condition, or to share the story of the researcher's research with others as a part of the researcher's development.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. The identification of the Field problems

In reference to the interviews and the observations, and the pre-test conducted, the following table presents the problems from the fields.

Table 4.1 : The Problems Relating to the Process of Teaching Reading

| No. | Problems | Code |
|-----|--|------|
| 1. | Some students were passive and got bored with the activity. | S |
| 2. | Some students had low motivation in reading. | S |
| 3. | Some students did not pay attention to the reading lesson. | S |
| 4. | Some students found difficulties to comprehend the text. | S |
| 5. | Some students encountered difficulties in understanding the meaning of some difficult words. | S |
| 6. | Some students tend to be lazy to read English texts when the teacher asked them. | S |
| 7. | The English teacher could not control students well when some students made noise. | T |
| 8. | Teaching reading mainly focused on translating and testing. | T |
| 9. | The class was teacher-centered. | M |
| 10. | The activities in reading were not interesting. | M |
| 11. | There was lack interaction among students and the English teacher. | M |

S: Student T: Teacher M: Method

B. Determining the Urgent Problems to Solve

With regard to the problems in Table 4.1, some urgent problems concerned with reading are listed in the following table.

Table 4.2 : The Urgent Problem relating to the process of Teaching Reading

| No. | Problems |
|-----|--|
| 1. | Some students found difficulties to comprehend the text. |
| 2. | Some students encountered difficulties in understanding the meaning of some difficult words. |

C. Determining the Actions to Solve the Problems

In reference to Table 4.2, the application of compensation strategies is believed to be effective to solve those problems. The actions are presented below.

Table 4.3: The Actions Applied in the Research

| No | Actions (Improving Students' Reading Comprehension) |
|----|---|
| 1. | Applying compensation strategies in the form of guessing intelligently using linguistic clues that are : <ol style="list-style-type: none"> 1. Synonym 2. Sentence structure 3. Known words |
| 2. | Applying compensation strategies in the form of guessing intelligently using non-linguistic clues that are : <ol style="list-style-type: none"> 1. Pictures 2. General knowledge 3. Context 4. Topic |

D. The Relationship between the Field Problems and the Actions

In reference to Table 4.2 and 4.3, urgent problems were solved by actions as performed in Table 4.4.

Table 4.4 : The Relationship between the Field Problems and the Actions

| No | Problems | Actions |
|----|--|--|
| 1. | Some students found difficulties to comprehend the text. | Applying compensation strategies through guessing intelligently using non-linguistic clues |
| 2. | Some students encountered difficulties in understanding the meaning of some difficult words. | Applying compensation strategies through guessing intelligently using linguistic clues |

E. The Research Process

1. The Report of Cycle I

a. Planning

Some plans for the first meeting in Cycle I were organized to implement compensation strategies. First of all, pictures were provided to lead students into the explanation of narrative. The generic structures of narrative text were also given to make students understand the nature of narrative. After that, a plan of compensation strategies in the form of discussion was made by the teacher. In this case, students were divided into seven groups each of which consisted of five students. Each group was then given a task in the form of identifying difficult words of the text. After identifying the difficult words, each group was asked to guess the meaning by the context. This was conducted through discussion practices. It was aimed to encourage students to find the meaning of difficult words intelligently using the linguistic clues or non-linguistic clues.

Moreover, to support discussion practices, the application of compensation strategies in the form of games were also prepared by the teacher. Games provided rewards given to the active individual and active group. Punishment was given to the individual and group that broke the rules of the process of teaching reading. Games were used in order that students were competitive

in discussion practices. It was aimed to create an interesting atmosphere in the class. Last, for the documentation purpose, an observation sheet and a camera were prepared.

In connection with the second meeting in Cycle I, the activities done were as a follow up to the first meeting. Firstly, the materials given were still related to the previous one. It aimed to make sure that students really comprehend the texts. Discussion practices and games were also employed to create a challenging atmosphere in the class. Besides, a new text and a reading task which identified the elements of narrative text for each group were also distributed to be discussed by students. It had a purpose to know students' achievement in reading comprehension. Last, to record the teaching process, an observation sheet and a camera were also prepared.

In relation to the third meeting in Cycle I, firstly, a more comprehensive reading task was organized by the teacher. It aimed to identify whether compensation strategies in the first and second meeting influenced students' achievement in reading comprehension. Last, to observe the test process, an observation sheet and a camera were also prepared.

b. Action and Observation

Cycle I was done in three meetings. The implementation of each action could be seen from the process of teaching reading in

each meeting. The collaborator as the observer and the researcher as the teacher taught the students using the planned actions.

1) Meeting 1

In the first meeting, the explanation of the materials of narrative texts was given by the teacher. It was done because explanations of narrative texts were needed by students. Two texts of narrative were delivered by the teacher in the process of teaching reading.

For the building knowledge of the field, some pictures and questions related to the first text were given by the teacher to students. It was done to catch students' attention and to elicit their knowledge related to the text.

After that, in the next phase was the modeling of the text. A text of Malin Kundang Story was distributed to the students. In this case, the generic structure and language features were identified by the teacher.

Besides, the rules of the process of teaching reading that students should do were explained by the teacher. The rules aimed to keep students' motivation high. Here, seven groups for discussion practices were also formed by the teacher. Sharing ideas among students was the purpose for this activity.

The joint construction of the text was the next segment. A text was distributed to all students. Here, a reading activity

was done. The difficult words and the content were discussed by the teacher and students. Moreover, guessing some difficult words were made to help students comprehend the text well. Rewards and punishment were given in this segment to increase students' involvement.

The individual construction of the text became the last phase in the process of teaching reading. Because the time was up, this phase could not be done.

In line with the process of teaching reading done, the teacher then conducted some interviews with the students to obtain their comments on reading class.

This following presents the interview transcript of some students in the classroom,

- (4.1) P: *Menurut adik, gimana pembelajaran di kelas kemarin?* (**What is your comment about the process of teaching yesterday?**)
 S: *Nyenengin mbak, ada gambar-gambar yang ngebantu mikir.* (**It was enjoyable because there were pictures that helped us to think.**)

App B/Int 7

- (4.2) P: *Bagaimana menurut adik tentang pembelajaran yang kemarin?* (**What is your comment about the process of teaching yesterday?**)
 S: *Enak mbak. Bermain sambil nebak arti kata, jadi lebih tau kata-kata baru* (**It was enjoyable. Guessing difficult words through games made me know some new words.**)

App B/Int 8

From those interview transcripts above, compensation strategies in the form of guessing using linguistic and non-linguistic clues helped students to comprehend the materials easily. It was also enjoyable to work in team. Guessing game applied was also enjoyable and able to keep students' attention while the teaching and learning process.

However, there was still a problem which existed in the process of teaching reading. The problem came from the teacher inferred from this interview transcript.

- (4.3) P: *Menurut anda bagaimana pembelajaran reading pada pertemuan pertama? (What is your comment about the process of teaching yesterday?)*
- K: *Secara keseluruhan semua berjalan baik, tapi pada awal, saya rasa penjelasan anda terlalu cepat. Pembagian kelompoknya pun kurang efektif. Sebaiknya Anda menentukan langsung anggota kelompok, sehingga tidak memakan waktu yang terlalu lama. Semoga di pertemuan selanjutnya dapat ditingkatkan lagi. (Overall, it was good. I think, in the beginning, your explanation was too fast. The group determination was also not effective. I think, it's better for you to determine the members of each group by yourself, so that it won't take too much time. Hopefully, the next meeting will be better.)*

App B/Int 12

In connection with the interview transcript above, the teacher was too fast in giving the explanation of the materials. She had to decrease her speed in explaining the materials. She

should manage her way in teaching with students' pretension. But, the process of teaching reading ran well generally.

2) Meeting 2

In the second meeting, the teacher changed her way in teaching. Unlike the previous meeting, she was not too fast in teaching.

In joint construction of the text, the content of the text was discussed by the teacher and students. The content of the story was the topic, settings, characters, main problems, moral values and the difficult words to help the students comprehend the text easily. Those elements are discussed in each group in the form of questions and answer. Before going through to the text, the teacher gave jumbled paragraph to be arranged by the groups. This game is aimed to build students' knowledge about the text before answering the questions provided. Guessing the meaning of difficult words to comprehend the text was also given in the form of synonym games.

Students actively involved as exemplified in the following interview transcript.

- (4.4) P: *Dik, maaf ya ganggu bentar. Mbak mau nanya gimana kegiatan belajar kemarin? (Excuse me, what do you think about the learning activity yesterday?)*
- S: Seneng mbak, soalnya main terus. Aku juga dapat banyak kata-kata baru yang ternyata sinonimnya udah aku tau. Karena lomba gitu, jadi semangat mikir. *(I enjoyed it because of the games. I also got a lot of new words. Because there was also a competition, it made me enthusiastic to think.)*
- P: Kegiatan itu bisa bantu adik memahami teks nggak? *(Do you think it help you in comprehending the text?)*
- S: Iya mbak. Kan kalo ngerti kata-kata sulit akhirnya bias ngerti jalan ceritanya. *(Of course. When I know the meaning of the difficult words, they helped me know the story well.)*

App B/Int 13

In relation to the interview transcript above, the student enjoyed the learning activities. By knowing the synonym of the difficult words, he comprehended the text easily. As a result, guessing the meaning through synonym helped students to comprehend the English text.

To activate all students in each group, games were given by the teacher when they came forward to write the difficult word they found on the whiteboard. Games were enjoyable for students as displayed in the interview transcript above.

Individual construction of the text is aimed to measure student ability in doing the task individually. Unfortunately, not all students did the task individually as performed in the following interview transcript.

(4.5) P: *Bagaimana pendapat Anda tentang meeting kedua ketika strategi kompensasi diaplikasikan pada pembelajaran reading? (Excuse me, what do you think about the learning activity yesterday?)*

K: *Pertemuan kedua cukup baik. Anda juga sudah mampu menjelaskan materi lebih pelan dan teratur sehingga siswa dapat mengerti. Aplikasi strategi melalui permainan menebak sinonim juga cukup mampu membuat siswa memahami bacaan menggunakan konteks yang ada tanpa harus membuka kamus. Dengan adanya games juga membantu siswa untuk belajar sambil bermain. Siswa pun terlihat menikmati proses pembelajaran. Beberapa yang perlu ditingkatkan pada pertemuan selanjutnya adalah semua siswa belum ikut terlibat. Beberapa masih bergantung pada teman kelompoknya walaupun task yang diberikan bersifat individu. Untuk pertemuan selanjutnya mungkin perlu ditingkatkan kemandirian siswa untuk mengerjakan sendiri khususnya pada tahap individual construction. (I think the second meeting was good. You were also able to explain the material more slowly so the students could understand the material easily. The application of compensation strategies through guessing synonym was also able to help students studying while playing. They also enjoyed the process. Some elements that need to be improved next meeting were the students' participation and activeness. You need to increase students' independence to do the task by them especially in Individual construction phase.)*

The interview transcript above showed that the process of teaching reading was good enough. The teacher assisted students to guess the meaning of some difficult words well. But, some students were not independent in doing the individual task. They tended to do cheating rather than doing it by themselves. Therefore, the teaching process still needs some improvements related to students' independence.

3) Meeting 3

In the last meeting of Cycle I, the teacher conducted a more comprehensive task dealt with the content of narrative, for example, the topic, characteristics, settings, main problems, and moral values. Some parts of materials in the task were given in the two previous meetings which is aimed to know whether the first and second meeting assisted students' comprehension of the texts. There was also a new material of narrative text which was used to check students' reading comprehension.

The table below shows the result of students' reading comprehension task in cycle I.

Table 4.5 : The result of Students' Reading Comprehension Task in Cycle I

| Data | Reading Comprehension Test in Cycle I |
|------------------------|---------------------------------------|
| Mean | 92,09 |
| Std. Deviation | 7,09 |
| Number of students (N) | 35 |

The reading task was done well as exemplified in the interview transcripts below.

(4.6) P: *Dik, maaf mbak ganggu sebentar ya. Gimana ujian kemarin? Tesnya susah nggak? (Excuse me, what do you think about the test? Was it difficult?)*

S: *Nggak terlalu susah kok mbak, soalnya teksnya beberapa udah pernah dibahas. Ceritanya juga lumayan gampang. (Not really difficult. It was because some texts have been discussed in previous meetings. The stories were also easy to understand.)*

P: *Kemudian apa kegiatan pembelajaran sebelumnya membantu adik untuk memahami teks ini? (How about the previous learning process? Did it help you to comprehend the texts?)*

S: *Membantu banget mbak. Nggak perlu pake kamus udah bisa nebak kata-kata sulitnya. Jadi bisa tahu jalan ceritanya. (Absolutely. I could guess the meaning of some difficult words without using a dictionary. By doing that, I could understand the story.)*

App B/Int 19

(4.7) S: *Nggak sulit sih mbak, materinya kan udah pernah diajarin (Not really difficult because the materials have been taught before the test.)*

P: *Terus apa pembelajaran sebelum ujian membantu adik dalam mengerjakan tes ini? (Did the previous learning activity help you in doing the test?)*

S: *Membantu banget. (Absolutely.)*

P: *Kesulitan apa yang adik hadapi selama mengerjakan tes? (Did you find any difficulties in doing the test?)*

S: *Nggak ada sih mbak. (None at all.)*

App B/Int 20

Those interview transcripts above show that some students did not find any difficulties to do the task because some parts of materials have been given in the two previous meetings. In short, the previous activities were able to help students comprehending the texts.

Many students did the reading task well. But, there were also some students who still faced difficulties to do the reading task. Beside the difficult words, students found difficulties to identify the moral values as presented in the interview transcript below.

(4.8) P: *Apa yang paling sulit dipahami dari soal-soal pada tes tersebut? (Which of the questions is the most difficult part?)*
 S: *Yang bagian moral value mbak. (The moral value.)*

App B/Int 21

In reference to the interview, students still found problems related to the moral value of the stories. Briefly, the problem still hindered students comprehending the texts directly and indirectly.

c. Reflection

After implementing the actions, the researcher made a discussion with the teacher and the collaborator. They reflected the actions and found out whether the action was successful or not.

The discussions were conducted with regard to the classroom observations in the process of teaching reading, opinions from students and comments from the collaborator. The results of the discussions in reflection of Cycle I were discussed below.

- 1) Applying compensation strategies through guessing intelligently using non-linguistic clues.

The implementation of compensation strategies was believed to improve students' reading comprehension through the activity of guessing intelligently using non-linguistics clues. Pictures are provided to dig students' background knowledge and to build students way of thinking.

This activity enable students to think and guess the theme or what the story about as presented below.

(4.9) *Perkenalan kemudian dilanjutkan P dengan memanggil nama setiap siswa sekaligus untuk kebutuhan presensi. Setelah selesai, P mulai membawa para siswa ke dalam materi dengan menunjukkan beberapa gambar salah satu cerita rakyat, Malin Kundang. P bertanya pada para siswa dengan esensi yang terdapat di dalam cerita tersebut. Beberapa siswa terlihat ada yang tunjuk jari untuk memberikan penjelasan.*

(‘The introduction was then continued by the researcher with checking the attendance list. After that, the researcher lead the students to the materials by showing some pictures related to a folktale of Malin Kundang. The researcher asked the students about the story. Some students raised up their hands to explain.’)

App A/FN 2

In connection with the piece of field note above, it showed that students were active in explaining the story when they have pictures to describe.

- 2) Applying compensation strategies through guessing intelligently using linguistic clues.

The implementation of compensation strategies through guessing intelligently using linguistic clues was believed to be successful to improve students' ability in understanding the meaning of some difficult words in the text. Guessing difficult words using linguistic clues through games practice was able to motivate students to actively involve in the process.

It is shown by the field note below.

(4.10) *Setelah menuliskan kata-kata sulit di papan tulis, setiap kelompok berlomba menebak arti kata-kata tersebut berdasarkan konteks bacaan dan kalimat disekitarnya. Siswa tidak diperkenankan membuka kamus selama permainan berlangsung. Jumlah kata yang ditebak dengan benar menjadi poin untuk masing-masing kelompok. Semua kelompok terlihat bersemangat mengikuti permainan karena poin-poin kelompok akan terus diakumulasi sampai pada pertemuan terakhir.*

(‘After writing the difficult word on the white board, every group competes to guess the meaning of those words based on the context and the surrounding sentence. Students were not allowed to use a dictionary during the game. The amount of guessed words was accumulated as group score. Every group was enthusiastic joining the game because the score would be accumulated on the last meeting.’)

App A/FN 3

From the piece field note above, students were active to join the guessing game. Briefly, guessing intelligently using linguistic clues which is designed in the form of games encouraged students to be actively involved in the process of teaching reading.

d. Summary of Cycle I

In reference to the data analysis of Cycle I, the following presents the successful and unsuccessful points of the actions.

- 1) The implementation of compensation strategies through guessing intelligently using non-linguistic clues could improve students' reading comprehension of narrative texts because students' way of thinking was built through the pictures. Students said that they comprehended the content of narrative text easily when the materials were presented with pictures. However, their mastery in reading comprehension of narrative texts was still low.
- 2) The use of compensation strategies through guessing intelligently using linguistic clues which are designed in the form of games practices improved students' motivation and ability to comprehend the texts. It was done successfully because guessing games escorted them to be competitive in getting rewards, otherwise they got punishment. However,

there were some students who had low motivation in the process of reading narrative texts.

2. The Report of Cycle II

a. Planning

In reference to the reflections of the actions implemented in Cycle I, the researcher found there were some aspects in Cycle I that needed to be improved. Considering the improvement of students' reading comprehension, the teacher still implemented the same actions as in Cycle I. She made some improvements by adding a new action to solve the problems which happened.

In general, the compensation strategies helped students in the process of teaching reading and increased their reading comprehension. On the other hand, there were still some students who did not actively involve in the process of teaching reading. To solve that problem, giving additional games was planned. Meanwhile, a reading task to solve the problems on students' limited understanding of the moral values of narrative texts was prepared.

In connection with the first meeting in Cycle II, the activities done were as a follow up to the Cycle I. First of all, the materials given were still related to the narrative texts. It was because some students encountered difficulties to comprehend

narrative texts. To solve that, guessing intelligently using linguistic and non-linguistic clues were still also conducted.

After that, a plan of compensation strategies through group discussion was made by the teacher. In this case, students were still divided into seven groups each of which consisted of five students. Each group was then given a task in the form of identifying texts of narrative, this was conducted through group practices which encourage student to share knowledge with other members.

Moreover, to support the practices, guessing game and other interesting games such as arranging jumbles paragraphs, synonym, and taboo games were also prepared by the teacher. Using games was designed by the teacher in order that students were competitive in group task. It was aimed to increase students' motivation in the process of teaching reading. A reading task which has a new text for each group was also distributes to be discussed by students. The reading task is aimed to know students' achievement in reading comprehension. Last, for the documentation purpose, an observation sheet and a camera were prepared.

b. Action and Observation

Cycle II was done in three meetings. The implementation of each action could be seen from the process of teaching reading in

each meeting. As in Cycle I, the collaborator as the observer and the researcher as the teacher taught students using planned actions.

1) Meeting 1

With regard to the first meeting of Cycle II, for the building knowledge of the field, some pictures and questions related to the text were given by the teacher. It was done to lead students and to elicit their knowledge related to the text.

After that, in the next phase that was the modeling of the text, a text entitled The Live of Four Fairies was distributed to each group. Guessing game was also conducted to practice the compensation strategies.

Join construction of the text was done in group. Each group wrote two difficult words on the whiteboard. Every group should guess the meaning form the context. Each correct answer was given 50 points. It was aimed to increase students' motivation in guessing intelligently. In this case, students were still not allowed to use dictionary, hardcopy or even mobile. The individual construction of the text was done by giving an individual task for each student. They were not allowed to work in group, but their score would be accumulated as group score. This action was aimed to measure students' improvements in applying the strategies individually.

Students were enthusiastic to get more score for their group. It was shown by the piece of field note below.

(4.11) *Selanjutnya P meminta setiap kelompok membaca teks berikutnya dengan seksama dalam waktu 10 menit. Setiap kelompok kemudian menuliskan 2 kata yang mereka anggap sulit di papan tulis. Setelah itu, semua kelompok berlomba mencari arti kata-kata tersebut. Setiap jawaban benar memperoleh poin 50. Semua kelompok terlihat bersemangat mengikuti permainan.*

(‘The researcher then asked each group to read the next text carefully in 10 minutes. Each group then wrote two difficult words on the whiteboard. After that, all groups should try to find the meaning of those words. Each correct answer was the same as 50 points. All groups were enthusiastic to join the game.’)

App A/ FN 5

That kind of activity was able to increase students’ motivation in joining the process. It was supported by this following interview transcript.

(4.12) P: *Halo, maaf mbak ganggu sebentar ya. Mbak mau Tanya-tanya tentang pembelajaran tadi. Menurut adik gimana?* **(Hello, excuse me. I want to ask about the learning process. What is your comment?)**

S: *Menyenangkan sekali mbak.* **(It was fun.)**

P: *Kenapa?* **(Why?)**

S: *Soalnya gamenya seru. Ada poin kelompok yang nilainya di akhir nanti. Jadi walaupun nggak menang sekarang tetep punya kesempatan menang di game berikutnya.* **(The game was interesting. There was also group’ point which is accumulated in the last meeting. So, each group still has an opportunity to be the winner eventhough they lose at this game.)**

...

- ...
- P: *Gamenya ngebantu nggak memahami teks?* (**Did the game help you to comprehend the text?**)
- S: *Iya mbak. Kan kalo ngerti kata-kata sulitnya jadi ngerti ceritanya juga.* (**Yes. If we understand the difficult words, it will be easier to understand the whole text.**)
- P: *Bosen nggak kalo game terus?* (**Do you feel bored if games are always given in every meeting?**)
- S: *Nggak mbak. Malah seneng. Jadi kayak nggak belajar.* (**No. It was interesting. It didn't feel like studying.**)

App B/Int 25

The piece of interview transcript showed that the learning process was enjoyable because it employed games. Students became more interesting with the materials if they were designed in the form of games. Briefly, guessing game was enjoyable and able to increase students' motivation and understanding of the text.

2) *Meeting 2*

In relation to the second meeting, the teacher built students knowledge of the field by showing some pictures to encourage students. Some questions to elicit students understanding of the text were given in the introduction. Guessing difficult words through games still became the action to solve students' problem related to lower understanding of narrative text and motivation. After giving the first text to each group, the teacher gave some general questions related to

narrative structure, points of the text, and some difficult words to guess by the students. To catch students attention, the teacher prepared a zonk game. It was designed with numbers which consisted of values and zonk. Anytime a group was able to answer a question, they were given a chance to choose one number. The value behind the number becomes their score. However, there were also some zonks in some numbers which mean their collected score was vanished. Students showed a good motivation to compete actively in order to keep their group score safe. It was shown in this box below.

(4.13) *P memberitahu aturan permainannya yaitu P akan membacakan soal terkait dengan teks dan generic structure dari narrative text. Juru bicara kelompok harus meneriakkan nama kelompoknya untuk menjawab. Kelompok tercepat dan tepat menjawab mendapatkan kesempatan untuk memilih angka 1 s/d 12 di papan tulis. Masing-masing angka memiliki poin dan juga zonk; yang berarti semua poin kelompok akan hilang. Setelah semua aturan permainan jelas, P memulai dengan pertanyaan pertama terkait arti kata sulit dalam teks. Semua siswa antusias mengikuti jalannya permainan.*

(‘The researcher told the instruction of the game that there would be some questions related to the text and the generic structure of narrative. The speaker of each group should yell his group name to answer the questions. The fastest group with correct answer has a chance to choose number 1-12 on the board. Those numbers consisted of values and zonks, which means all the group score would be vanished. After that, the researcher started with the first question. All the students looked enthusiastic joining the game.’)

Considering that games was able to increase students' motivation in joining actively to the lesson and made good effort to get more group score, the teacher prepared this game which was aimed to keep the students competing each other for the score. On the other hand, the punishment discussed in the very beginning would also be applied in every activity. It was aimed to control the students. It is shown by the box below.

- (4.14) P: *Gimana tadi game zonknya? Seru nggak?* (**What do you think about the zonk game?**)
 S: *Seru banget mbak. Kita jadi berlomba jaga poin biar nggak ilang.* (**It was great. We competed each other and kept our group points safe.**)
 P: *Kalau pertanyaan-pertanyaannya gimana? Sulit nggak?* (**How about the questions? Were they difficult?**)
 S: *Beberapa ada yang sulit mbak. Tapi karena kompetisi, jadi berusaha jawab. Saling bantu speakernya juga kalo dia nggak tau jawabannya.* (**Some of them were difficult. But, because it was a competition, we tried hard to answer. We also helped the speaker when he did not know the answer.**)
 P: *Terus bisa nebak kata-kata sulit nggak tadi?* (**Can you guess the difficult words easily?**)
 S: *Udah bisa mbak. Yang penting tau konteks ceritanya jadi bisa nebak jalan ceritanya. Ceritanya juga nggak terlalu susah.* (**Yes. The most important one was the context of the story, so we could be able to guess the whole story and some difficult words. The story was also not too difficult.**)

App B/Int 31

The interview above showed how guessing really helped the students to understand the whole text. Introducing the story using pictures was also able to elicit students' mind about the story.

At the end, individual construction of the text was given to measure students' improvement in comprehending the text and students' ability to guess intelligently. It was measured individually. It is shown by this piece of field note below.

(4.15) *P kemudian melanjutkan pelajaran dengan meminta secara individu mengerjakan teks terakhir berjudul The Naughty Boy and The Witch. P berkeliling dan memeriksa sekaligus membantu siswa yang kurang mengerti dengan pertanyaan maupun kata sulit.*

(‘The researcher then continued the lesson by asking the students to do the last text individually entitled The Naughty Boy and the Witch. The researcher checked and helped the students who did not understand the questions or some difficult words.’)

App A/FN 6

The activity ran well as exemplified in the field note below.

(4.16) *Sebelum bel pulang berbunyi, semua siswa telah menyelesaikan teks terakhir. Setelah semua siswa selesai mengerjakan soal, P mendiskusikan jawaban-jawaban mereka dan menghitung jumlah jawaban benar untuk dimasukkan pada poin kelompok. Beberapa jawaban mendapat pengurangan nilai pada ejaan, namun keseluruhan jawaban benar.*

...

...

(‘Before the time was up, every student has done his task well. After that, the researcher discussed the answer and accumulated their individual score to be added in group score. Some answers got decrease because of the misspelling, but over all the answers were correct.’)

App A/FN 6

Most students were able to finish the reading task in time. In relation to the process of teaching reading, students were satisfied with the reading activities that employed game practices. The activities also assisted them understanding the meaning of some difficult words as inferred from the interview transcript below.

(4.17) P: *Hai dik, gimana menurut adik tentang guessing game di pertemuan-pertemuan sebelumnya?*
(Hai, what do you think about guessing game in the previous meetings?)

S: *Bagus si mbak. Jadinya nggak perlu liat kamus lagi. Bisa nebak dari konteks ceritanya.*
(Those were great. We did not have to use a dictionary. We could guess from the context.)

P: *Gambar-gambarnya membantu adik memahami teks nggak?*
(Did the pictures help you to comprehend the text?)

S: *Iya mbak. Kalo pake gambar sama tanya jawab kita jadi bisa menerka jalan ceritanya.*
(Yes. The pictures and questions helped us to know the story more.)

P: *Tadi waktu ngerjain task yang terakhir gimana?*
(How about the last task?)

S: *Gampang mbak. Jadi bisa lebih cepat menjawab pertanyaan-pertanyaan.*
(It was easy. We could answer the questions faster.)

...

- ...
- P: *Lebih seru mana, menebak kata sulit dari bacaan ato dibantu game? (Which one do you prefer, guessing from the text or through games?)*
- S: *Pake game mbak. Jadi lebih menantang. Apalagi pake poin-poin. (Using games. It is more challenging using the points.)*

App B/Int 32

3) Meeting 3

In the last meeting of Cycle II, the teacher conducted a more comprehensive task that dealt with the content of narrative text. Some parts of materials in the task were given in two previous meetings which was aimed to know whether the first and second meeting assisted students comprehending the texts. There was also a new material of a narrative text which was used to check students' reading comprehension. The given task was done individually. The table below shows the result of students' reading comprehension test in Cycle II.

Table 6 : The result of Students' Reading Comprehension Task in Cycle II

| Data | Reading Comprehension Test in Cycle II |
|------------------------|---|
| Mean | 97 |
| Std. Deviation | 3,93 |
| Number of Students (N) | 35 |

The task was done well by students as presented in the interview transcripts below.

(4.18) P: Menurut adik kesulitan apa yang adik hadapi dalam memahami text pada ujian tadi? **(What are the difficulties in comprehending the text in the test?)**

S: Nggak ada mbak. **(None at all.)**

P: Pembelajaran sebelumnya membantu untuk mengerjakan soal? **(Did the previous learning help you to do the test?)**

S: Iya mbak membantu. **(Yes. It helped.)**

P: Bagaimana menurut adik hasil tes yang pertama dan kedua ini? **(What do you think about your test result from the first and the second?)**

S: Lebih mampu yang kedua pake strategi yang mbak ajarin. **(I think the second test. I could do that with the strategy you have taught.)**

App B/Int 37

(4.19) P: Maaf ya mbak mengganggu sebentar. Mbak mau nanya tentang tes di Cycle kedua ini. Menurut adik bagaimana dengan soal yang dikerjakan? **(Excuse me, I want to ask about the reading task in the second cycle. What is your comment about the test done?)**

S: Lebih gampang sig soalnya udah diterangin sama mbaknya kan. Terus kosakatanya juga udah dibahas. **(It was easier because you had explained some part of the materials, then some words also had been discussed.)**

P: Berarti pembelajaran sebelumnya membantu ya? **(It means that the learning process in the previous meeting assisted you to do the reading task.)**

S: Sangat membantu mbak. **(It assisted me very much.)**

P: Kalau dibandingkan dengan tes yang pertama, bagaimana? **(What is your comment if you compare the first test and the second test?)**

S: Lebih bisa yang tes kedua mbak. **(I feel more capable in the second test.)**

App B/Int 38

In connection with the above interview transcripts, students did not find any complicated problem to do the task because some parts of the materials were given in the two previous meetings. Students also said that they were more capable to do the reading task than the previous one.

In brief, students did not encounter complicated problem in comprehending narrative texts. The process of teaching reading in the previous meetings assisted them to do the reading task better as presented in the bold forms.

(4.20) *Jam pelajaran Bahasa Inggris belum selesai, namun banyak siswa yang kali ini sudah mengumpulkan pekerjaan mereka. Para siswa tampak bisa mengerjakan ujian dengan baik.*

(‘Time for English lesson was not over, but many students had submitted their work. Students looked capable to do the test well.’)

App A/FN 7

From the field note above, it shows that students were able to do the reading task.

c. Reflection

As in Cycle I, the researcher and the collaborator did reflection after the implementation of all actions in Cycle II. The reflections were described as follows.

- 1) Applying compensation strategies through guessing intelligently using non-linguistic clues.

There were no problems found in the implementation of the strategies as inferred from this following interview transcript.

- (4.21) P: *Mbak mengganggu sebentar ya. Mbak mau tanya-tanya tentang pembelajaran kita. Kemarin kan kita belajar teks naratif dengan strategi kompensasi lewat permainan menebak kata sulit dan menebak cerita dari gambar. Nah, apa pendapat adik dengan kegiatan kita kemarin? (Excuse me, I want to ask about our learning activities that employed compensation strategies through guessing difficult words from the context and guessing the story from pictures provided. What is your opinion?)*
- S: *Sangat baik mbak. Kita jadi bisa tau ceritanya dari gambar-gambar. Kita juga nggak perlu buka kamus untuk mengartikan kata satu-satu. (It was very good. We could know the story by looking at the pictures. We also did not need to use the dictionary to find the meaning of difficult words one by one.)*
- P: *Menurut adik bagaimana dengan kelompok diskusi yang dibentuk dan game-gamennya? (What do you think about the group discussion and the games?)*
- S: *Menyenangkan mbak. Kalau nggak tau bisa tanya teman dan guru. Gamenya juga menarik. Jadi nggak bosan. (It was interesting. I could ask my teammate or you if I did not understand. The games were also interesting. It made us not feel bored.)*
- P: *Jadi guessing gamennya membantu adik memahami teks? (So, the games assisted you to understand the texts?)*
- S: *Iya mbak. (Yes, Miss.)*

In relation to the process of teaching reading, it attained the results expected as presented in the following interview transcripts.

(4.22) P: *Bagaimana menurut anda pertemuan ke dua di cycle dua? Apakah ada kekurangan atau tidak? Jika ada apa yang harus ditingkatkan?* **(What do you think about the second meeting in the second cycle? Were there any weaknesses? If then, what should be improved?)**

K: *Menurut saya ini sudah lebih baik daripada pertemuan-pertemuan sebelumnya. Kelompok sudah aktif bekerjasama. Permainannya pun lebih terarah sehingga siswa dapat mengerti. Siswa pun sudah bisa mempraktekkan strategi kompensasi dengan baik terlihat adri mereka tidak membuka kamus dan mulai berdiskusi saat diberikan tugas. Mereka juga sudah bisa mengerjakan lebih cepat dari sebelumnya. Menurut saya ini sudah baik.*

(I think this meeting was better than before. The groups were active. The games were also more suitable so that the students understood. The students were also able to practice the compensation strategies shown by no more dictionary used by students, they were also active to discuss in the group. They were able to finish the task faster than before. I think it was a good improvement.)

App B/Int 42

That interview above showed that the process of teaching reading ran well. All groups were active to discuss whenever they found difficulties. Students were also able to practice the compensation strategies well, while the teacher was also able to manage the class well through the games.

- 2) Applying compensation strategies through guessing intelligently using linguistic clues.

The implementation of compensation strategies through guessing intelligently using linguistic clues was believed to be successful to improve students' comprehension of narrative texts. This referred to the fact that students were encouraged to be actively involved in the game practice because they were driven to be competitive in getting rewards.

It is inferred from the piece of field note below.

(4.23) *Setelah semua aturan permainan jelas, P memulai dengan pertanyaan pertama terkait arti kata sulit dalam teks. Semua siswa antusias mengikuti jalannya permainan.*

(‘After the instruction was clear, the teacher started with the first questions related to the meaning of a difficult word in the text. all the students were enthusiastic joining the game.’)

App A/FN 6

d. Summary of Cycle II

In reference to the data analysis of Cycle II, the following presents the successful and unsuccessful points of the actions.

- 1) The implementation of compensation strategies through guessing intelligently using non-linguistic clues could improve students' reading comprehension of narrative texts because students were able to guess the content of the story by looking

at the pictures. They were also curious to know the ending of the stories. Students said that they comprehended the content of narrative text easily through pictures.

- 2) The implementation of compensation strategies through guessing intelligently using linguistic clues to improve students ability of understanding difficult words was successful because the actions designed using games were able to encourage them to be active. The rewards and punishment made them compete and tried to do their best. This strategy also made them do the task given effectively without using dictionary.

F. General Findings

As stated before, the research aimed to improve reading comprehension for the students in the 8th grade at SMPN 16 Yogyakarta through the implementation of compensation strategies. For this reason, the findings of the research involved the actions attain that goal. In the first cycle, the implementation of compensation strategies through guessing intelligently using linguistic clues was successful to improve students' reading comprehension because the students were motivated to know the whole story especially the ending of the story by the pictures provided. The group discussion also enables them to discuss with friend about their background knowledge of the stories.

The implementation of compensation strategies through guessing intelligently using linguistic clues was also successful to improve students' ability in understanding the difficult words. This strategy designed using games enabled the students to be active joining the learning process.

However, there were some problems occurring in implementing the actions related to students' motivation and students' reading comprehension in Cycle I. Therefore, the teacher tried to solve the problem so that students' reading comprehension and students' motivation could be improved successfully in cycle II. The following table shows the result of the study.

Table 4.7 The Result of the Action Research Study

| No | Pre Condition | Cycle I | Cycle II |
|----|--|---|--|
| 1. | Some students found difficulties to comprehend the text. | Students were able to guess the content of the text through the pictures provided but some students still found difficulties in identifying the moral values. | Students were able to understand the content of the text through the pictures provided and they were also able to identify the moral values. |
| 2. | Some students encountered difficulties in understanding the meaning of some difficult words. | Students were able to guess the meaning of difficult words by reading the surrounding sentences but they still found difficulties to find the synonym. | Students were able to guess the meaning of difficult words and found the synonym by reading the surrounding sentences. |
| 3. | The mean score of pre-test was 65,43 and the standard deviation was 19,21. | - | The mean score of post-test was 96,29 and the standard deviation was 6,90. |

In connection with Table 4.7, the process of teaching reading encountered many problems. Some students encountered difficulties in comprehending narrative texts and understanding the meaning of some difficult words.

After implementing the actions, some students were able to understand the story by looking at the pictures provided. Their mind was lead to build their background knowledge about the story. It made them able to guess the whole story. On the other hand, pictures made them curious about the ending of the story. It encourages them to read. Students were also able to guess the meaning of some difficult words by reading the sentence surrounding the word. It enabled their mind to guess based on the context without wasting their time translating using dictionary.

Last, after the actions were implemented, there was an improvement in students' reading comprehension. The summary of the result of the pre-test and post-test is presented in Table 4.8 below.

Table 4.8 : The Result of the Pre-Test and Post-Test.

| Test | Frequency | Mean | Standard Deviation |
|-----------|-----------|-------|--------------------|
| Pre-Test | 35 | 65,43 | 19,21 |
| Post-Test | 35 | 96,29 | 6,90 |

Table 4.8 shows that the mean score of post test is higher than the mean score of pre-test. The increase of the score of students' reading comprehension test is 30,86, which shows that is an improvement of students' reading comprehension ability.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, SUGGESTIONS

A. Conclusions

In this research, compensation strategies were implemented in two cycles through guessing intelligently which employed non-linguistic clues and linguistic clues. The use of non-linguistic clues aimed to build students' background knowledge of the text as well as made them curious with the ending of the story. It assisted them to improve their motivation in reading as well as comprehending the general theme of the text. The strategy designed with group discussion also provide students with opportunities to share their knowledge, opinions, ideas or comments related to the narrative texts with their teammates. In relation to the game practices, it was also believed to improve students' motivation and involvement in the process of teaching reading. This refers to the fact that students were encouraged to be actively involved in the games because they were driven to be competitive in getting rewards instead of getting punishment.

In connection with Cycle I, the implementation of compensation strategies through guessing intelligently using linguistic clues and non-linguistic clues improved students' reading comprehension of narrative text. Pictures and guessing games in various forms encouraged them to be active in joining the games.

In connection of Cycle II as a follow up for unsuccessful points of Cycle I, the implementation of compensation strategies through guessing intelligently using non-linguistic and linguistic clues could improve students' reading comprehension of narrative texts because students knowledge and ability to guess the content and difficult words through pictures and sentence surrounding the words was elicited by the strategies. Using group discussion and various guessing games, students felt more enthusiastic to join the learning process and actively involve to the lesson. Their motivation to read was also improved as well. In brief, students' reading comprehension increased as displayed in the increase of the gain score gained by deducting the mean score of the pre-test from the mean score of the post test.

B. Implications

With regard to the results of the research, the implementation of compensation strategies is believed to improve students' reading comprehension and student's ability to find the meaning of difficult words in the process of teaching reading. This means that English teachers should use compensation strategies in the process of teaching and reading on the grounds that compensation strategies could facilitate students to make sense of the text.

C. Suggestions

1. To the English teacher

It is essential for English teachers to improve the quality of the teaching reading employing various activities which are enjoyable and motivating to improve students' reading comprehension and students' ability to solve difficult words. The English teacher can use this action in the form of various games and group discussion. The researcher realizes that in applying these strategies, the class will be noisy as happening in this research. Therefore, English teacher should pay attention to the class condition because in these strategies students conduct discussion and games practices. Besides, the English teachers should choose the texts and tasks that are appropriate to students' proficiency level.

2. To the other researcher

The focus of this study only deals with students' reading comprehension by implementing compensation strategies. For the other researchers, there are some issues that can be interesting topics to be investigated. For example, other researchers can further explore some other strategies to improve students' reading comprehension. Add to this, they can conduct other research from different angles of reading comprehension.

REFERENCES

- Brown, H.D. 2000. *Principles of Language Learning and Teaching*. (4th ed.). New York: Addison Wesley Longman.
- . 2001. *Teaching by principles: An Interactive Approach to Language Pedagogy*. (2nd ed.). New York: Addison Wesley Longman.
- . 2004. *Language Assessment: Principles and Classroom Practices*. New York: Pearson Education.
- Burns, Anne. 1999. *Collaborative Action Research for English Language Teacher*. Cambridge: Cambridge University Press.
- . 2010. *Doing Action Research in English Language Teaching: A Guide for Practitioners*. New York: Taylor & Francis.
- Davies, Paul., and Eric Pearse. 2009. *Success in English Teaching*. Oxford: Oxford University Press.
- Departemen Pendidikan Nasional 2006. *Kurikulum Satuan Pendidikan: Standar Kompetensi Mata Pelajaran Bahasa Inggris Sekolah Menengah Pertama*. Jakarta: Depdiknas.
- Grellet, Françoise. 1981. *Developing reading Comprehension Skills: A Practical Guide to Reading Comprehension Exercises*. Cambridge: Cambridge University Press.
- Johnson, Keith. 2008. *An Introduction to Foreign Language Learning and Teaching*. Edinburgh: Pearson Education.
- McNiff, Jean., And Jack Whitehead. 2002. *Action Research: Principles and Practice*. (2nd ed.). New York: Routledge Falmer.
- Mickulecky, Beatrice S., and Linda Jeffries. 1996. *More Reading Power*. (2nd ed.). New York: Addison Wesley Publishing Company, Inc.
- Murcia, Marianne Celce., and Elite Olshtain. 2002. *Discourse and Context in Language Teaching: A Guide for Language Teachers*. Cambridge: Cambridge University Press.

- Nunan, David. 1993. *Discourse Analysis*. London: Penguin English.
- Nunan, David. 2003. *Practical English Language Teaching*. New York: Mc.Graw. Hill Companies.
- Oxford, Rebecca. L. 1990. *Language Learning Strategies*. Massachusetts : Heinle & Heinle Publishers.
- Richards, Jack C., and Willy A. Renandya. 2002. *Methodology in Language Teaching*. Cambridge: Cambridge University Press.
- Spratt, Mary., Alan Pulverness and Melanie Williams. 2005. *The Teaching Knowledge Test*. Cambridge: Cambridge University Press.

Appendix A

Field Notes

Field Note 1

Hari/tanggal : Jumat, 7 Februari 2014
 Ruang : Ruang kelas VIIIG
 Hal : Observasi
 P : Peneliti
 G : Guru

1. Pukul 08.20 P dan G masuk ke ruang kelas VIIIG. G langsung menuju ke meja guru.
2. G pun menyapa siswa. Kemudian, G mengisi presensi dan menanyakan apakah ada yang tidak masuk atau sakit. Semua siswa hadir.
3. G menggali informasi dari para siswa tentang teks *narrative*. Apa itu teks *narrative*, perbedaan teks *narrative* dengan teks-teks lainnya seperti *descriptive* dan *recount*. Selain itu, G juga bertanya kepada para siswa tentang tujuan dari teks *narrative* itu sendiri yakni *to entertain or amuse the readers or listeners*. *Language features* yang digunakan adalah kata kerja bentuk kedua atau *past tense*. Bersama-sama siswa menjawab dengan baik pertanyaan G. Kemudian G bertanya tentang *generic structure* atau bagian-bagian dari teks *narrative* seperti *orientation*, *complication*, dan *resolution*. Para siswa bisa menjawab dengan baik teori-teori dasar tentang teks *narrative*.
4. Selesai itu, G memberikan contoh teks *narrative* yang berjudul *Cinderella*.
5. Kemudian G menyuruh siswa yang mampu menceritakan kisah *Cinderella*.
6. Tidak ada siswa yang mau menceritakan kisah *Cinderella*, G pun menunjuk salah satu siswa untuk menceritakan isi dari kisah *Cinderella* tersebut.
7. Para siswa terlihat tidak aktif dan ribut sendiri. Interaksi antar siswa sangat kurang dan tidak ada diskusi yang dilakukan. G sering mengajukan kesempatan bertanya tetapi para siswa tidak mau bertanya dan cenderung ribut sendiri.
8. Karena waktunya habis maka G menyelesaikan KBM tanpa memberikan kesimpulan dari pelajaran hari.
9. Setelah P menuju ruang guru dan berbincang dengan G mengenai masalah yang terjadi selama proses pembelajaran tadi. G pun menceritakan bahwa permasalahan yang muncul ketika pembelajaran teks *narrative* adalah motivasi membaca yang kurang dari para siswa. Selain itu para siswa mengalami kesulitan untuk *guessing* kata-kata sulit dan menarik kesimpulan pelajaran apa yang bisa di petik dari teks *narrative* tersebut.
10. P usul kepada G kalau masalah yang akan diteliti adalah meningkatkan kemampuan *reading comprehension* siswa tentang teks *narrative* dengan didukung strategi belajar dalam mengikuti *reading activity* didalam kelas melalui *compensation strategy*, yaitu strategi yang menekankan *guessing intelligently* dalam memahami teks-teks *narrative*. Dan G pun setuju dengan usul P.

Field Note 2

Hari/tanggal : Senin, 17 Februari 2014
 Ruang : Ruang kelas VIIIG
 Hal : *meeting 1*
 P : Peneliti
 G : Guru
 K : Kolaborator

1. Pukul At 08.20 P, G, dan K masuk ke dalam kelas. Saat itu kondisi kelas masih gaduh setelah pergantian dari kelas Matematika ke kelas Bahasa Inggris. Nampak beberapa siswa masih sibuk dengan tugas Matematika. P kemudian memberikan sedikit waktu pada para siswa untuk bisa menyelesaikan tugas sebelumnya dan mempersiapkan materi Bahasa Inggris.
2. P kemudian membuka pertemuan dengan mengucapkan, "Good Morning, everyone. How are you?". Siswa menjawab dengan baik walaupun kondisi siswa masih agak sedikit ribut. P lalu memperkenalkan dirinya serta menjelaskan alasan P berada di kelas itu. P menyampaikan bahwa selama beberapa pertemuan mendatang, P akan mengajar di kelas itu serta membantu para siswa untuk bisa meningkatkan kemampuan *reading* mereka.
3. Perkenalan kemudian dilanjutkan P dengan memanggil nama setiap siswa sekaligus untuk kebutuhan presensi. Setelah selesai, P mulai membawa para siswa ke dalam materi dengan menunjukkan beberapa gambar salah satu cerita rakyat, Malin Kundang. P bertanya pada para siswa dengan esensi yang terdapat di dalam cerita tersebut. Beberapa siswa terlihat ada yang tunjuk jari untuk memberikan penjelasan.
4. P kemudian mulai membagikan teks tentang Malin Kundang untuk dibaca dan dicari kata-kata sulit yang terdapat dalam teks.
5. Setelah beberapa menit diberi waktu membaca, P mulai bertanya apakah ada kata-kata sulit. Para siswa terlihat aktif bertanya, dan P meminta siswa-siswa menuliskan kata-kata yang dianggap sulit di papan tulis.
6. P bersama-sama dengan para siswa kemudian membahas tentang arti dari kata-kata seperti *recognized*, *sadness*, dan *wrecked*.
7. P meminta siswa untuk tidak membuka kamus dan mencoba menemukan makna kata-kata sulit tersebut dengan bantuan gambar yang diberikan diawal serta dengan membaca kalimat disekitarnya.
8. P memberi contoh cara menebak makna kata sulit pada siswa.
9. P meminta siswa menebak sendiri kata-kata sulit tersebut kemudian membahasnya bersama-sama
10. Di akhir penjelasan, P menanyai para siswa apakah ada pertanyaan. Para siswa terlihat belum ada masalah dengan teks.
11. Setelah itu P meminta para siswa untuk berdiskusi dengan teman sebangku masing-masing selama satu menit tentang isi teks secara detail. Setelah selesai membaca, P menunjuk salah satu siswa untuk menjelaskan inti dari paragraf pertama.
12. P kemudian kembali membahas apa yang sudah dijelaskan oleh Sekar, dilanjutkan dengan penjelasan untuk paragraf-paragraf berikutnya. Selesai

penjelasan, P bertanya pada para siswa tentang apa yang mereka belum pahami. Para siswa pun tampak sudah memahami teks dengan baik. Di sisi lain, P kembali bertanya pada para siswa tentang penjelasannya, apakah terlalu cepat atau tidak. Siswa kemudian menyatakan bahwa penjelasannya masih terlalu cepat.

13. P melanjutkan pengajaran dengan menanyai jenis teks yang baru dibahas. Para siswa pun menjawabnya dengan *narrative*. P kemudian bersama siswa membahas tentang pertanyaan-pertanyaan pada teks tersebut.
14. Beberapa saat kemudian, P mengganti topik dengan membahas peraturan yang akan dipakai di dalam kelas.
15. P kemudian menanyakan tentang hal yang mungkin dirasa para siswa belum jelas. Para siswa belum ada pertanyaan.
16. Kegiatan ini kemudian terpotong istirahat pukul 09.00.
17. Selesai istirahat, P kembali melanjutkan pembelajaran.
18. P kemudian meminta siswa untuk membentuk 7 kelompok dan mencatat anggota dari setiap kelompok yang P tuliskan pada papan tulis.
19. Selesai mencatat nama-nama anggota, P melanjutkan dengan mencari ketua kelompok masing-masing dengan menjelaskan peran ketua dalam kelompok. Siswa kembali ribut ketika penentuan ketua. namun, P berhasil mengendalikan situasi dengan baik.
20. Belum selesai materi yang disampaikan, bel selesai pelajaran sudah berbunyi pada pukul 09.55.
21. P menyimpulkan kegiatan hari ini yang ditutup dengan, “See you”.

Field Note 3

Hari/tanggal : Jumat, 21 Februari 2014
 Ruang : Ruang kelas VIIIG
 Hal : *meeting 2*
 P : Peneliti
 G : Guru
 K : Kolaborator

1. Pukul 08.20 P dan K memasuki ruangan kelas. Saat itu G sedang berada di dalam kelas, memberikan penjelasan pada para siswa bahwa hari ini materi Bahasa Inggris akan diajarkan oleh P. Setelah itu, G minta izin tidak bisa mengikuti kegiatan karena harus mengajar di kelas IX.
2. P kemudian membuka aktivitas dengan menyapa para siswa. Setelah mengecek presensi siswa, P mulai meminta siswa untuk segera duduk bersama kelompoknya masing-masing, sama seperti pertemuan sebelumnya.
3. P memberikan teks berjudul *Fairy Roses* dalam bentuk potongan-potongan paragraph.
4. P meminta setiap kelompok untuk menyusun potongan-potongan paragraph tersebut menjadi satu cerita utuh, kemudian mencari kata-kata sulit dan menuliskannya di papan tulis.

5. Setelah menuliskan kata-kata sulit di papan tulis, setiap kelompok berlomba menebak arti kata-kata tersebut berdasarkan konteks bacaan dan kalimat disekitarnya.
6. Siswa tidak diperkenankan membuka kamus selama permainan berlangsung. Jumlah kata yang ditebak dengan benar menjadi poin untuk masing-masing kelompok.
7. Semua kelompok terlihat bersemangat mengikuti permainan karena poin-poin kelompok akan terus diakumulasi sampai pada pertemuan terakhir.
8. P melanjutkan pelajaran dengan memberikan teks *Fairy Roses* yang utuh beserta beberapa pertanyaan terkait cerita.
9. Siswa diminta mengerjakan soal dengan teman sebangku.
10. P dan siswa mendiskusikan jawaban. Setiap jawaban benar mendapat poin 10.
11. Setelah semua pertanyaan sudah didiskusikan dan semua siswa telah mendapatkan poin kelompok, P melanjutkan dengan memberikan teks baru berjudul *A Plan to Kill the Snake*.
12. Kali ini P meminta siswa membaca, mengartikan kata sulit dan menjawab pertanyaan secara individu. Semua jawaban benar akan dimasukkan dalam poin kelompok masing-masing.
13. P memberikan nilai pada semua kelompok sesuai dengan jawaban yang benar.
14. P menutup pertemuan dengan menayakan kesulitan siswa selama proses belajar dan mengucapkan *See you later*.

Field Note 4

Hari/tanggal : Jumat, 24 Februari 2014
 Ruang : Ruang kelas VIIG
 Hal : *meeting 3*
 P : Peneliti
 G : Guru Bahasa Inggris
 K : Kolaborator

1. Pukul 08.20 , G dan K memasuki ruangan kelas. Beberapa siswa nampak belum datang.sambil menunggu para siswa lengkap, P menyapa para siswa yang ada di kelas. Kemudian, P mulai melakukan kegiatan presensi dan dilanjutkan dengan berdoa bersama.
2. P kemudian menjelaskan bahwa hari ini merupakan hari ujian. P menambahkan bahwa soal tes akan berasal dari teks-teks yang dibahas pada pertemuan yang lalu. Kemudian P juga memberitahu bahwa barangsiapa yang mengganggu atau mencontek, nilai perolehan dari kelompok diskusi akan dikurangi.
3. Di saat menjelaskan, beberapa siswa ada yang baru datang karena terlambat. Di saat semua siswa sudah siap, P melanjutkan penjelasan bahwa soal tidak terlalu sulit karena teks sudah pernah dibahas sebelumnya. Selain itu, ujian bersifat *closed book*, jadi para siswa tidak

- diperbolehkan untuk membuka catatan atau kamus. P memberi tambahan bahwa kegiatan pada pertemuan berikut akan ada *games* bagi para siswa.
4. P meminta para siswa untuk menyiapkan pensil atau pena. Selain itu, semua buku diminta untuk dimasukkan ke dalam tas. Para siswa diinstruksikan agar menjawab soal di lembar soal sekaligus. Tak lupa P menginstruksikan agar para siswa menuliskan nama, kelas serta nomor absen mereka masing-masing.
 5. P lalu mulai membagikan soal kepada siswa. Para siswa diberikan waktu 60 menit untuk mengerjakan. Para siswa tampak tertib mengerjakan ujian dengan pengawasan P. Ketika mengerjakan, ada juga beberapa siswa yang bertanya kepada P tentang apa yang menurut mereka kurang jelas.
 6. Beberapa menit sebelum waktu ujian berakhir, hampir seluruh siswa sudah selesai dengan ujian mereka. Jadi, keributan kecil pun tidak bisa dielakkan. Hal ini kemudian diredakan oleh P dengan menyatakan bahwa waktu sudah berakhir dan para siswa diminta untuk menukarkan hasil pekerjaan mereka dengan teman sebangku mereka.
 7. P kemudian melanjutkan dengan pembahasan. P menanyai para siswa, apakah ada yang ingin menjawab nomor satu. Banyak sekali para siswa yang kemudian tunjuk jari untuk mencoba menjawab. Respon positif ini konstan hingga pembahasan soal terkahir.
 8. Kegiatan dilanjutkan dengan membahas tentang maksud dari tiap-tiap paragraf.
 9. Kegiatan belum selesai ketika bel sudah berbunyi. Akhirnya P meminta para siswa mengumpulkan pekerjaan mereka.
 10. P kemudian menutup kegiatan dengan memberikan salam penutup.

Field Note 5

Hari/tanggal : Jumat, 28 Februari 2014
 Ruang : Ruang kelas VIIIG
 Hal : *meeting 1 Cycle 2*
 P : Peneliti
 G : Guru
 K : Kolaborator

1. Pukul 08.20 P masuk ke dalam kelas. P menyapa seluruh siswa dan menanyakan siapa yang tidak masuk hari ini.
2. Kondisi kelas agak ramai saat P mulai berbicara dengan para siswa, membahas mengenai hasil pre-test dan tes pada saat pertemuan terakhir di Cycle pertama. Namun P segera meminta perhatian seluruh siswa untuk tenang dan mendengarkan. P kemudian melanjutkan bahwa rata-rata nilai para siswa bagus.
3. Beberapa siswa nampak memberitahu P jika doa belum dilakukan. P kemudian memimpin pelaksanaan doa bersama pagi ini. Selesai berdoa, P melanjutkan dengan membacakan nilai tes para siswa di pertemuan minggu lalu.

4. P melanjutkan materi dengan menunjukkan gambar dan memberikan teks berjudul *The Four Fairies*.
5. Siswa diminta membaca dengan seksama isi teks bersama kelompoknya.
6. Setelah diberikan waktu selama 10 menit untuk membaca teks tersebut, P meminta setiap kelompok mengirimkan 1 orang perwakilannya untuk maju kedepan.
7. P memberitahu bahwa akan ada game menebak kata sulit yaitu taboo words, dan poin yang dikumpulkan pada game tersebut akan menjadi diakumulasi pada poin kelompok.
8. Setiap perwakilan kelompok harus menebak arti kata yang sudah disediakan oleh P. aturan permainannya adalah: semua perwakilan kelompok akan menghadap ke papan tulis. P akan menunjukkan 1 kartu bertuliskan 1 kata sulit yang terdapat pada teks kepada anggota kelompok yang lain. Semua anggota kelompok harus meneriakkan sinonim dari kata yang ada pada kartu sampai salah satu perwakilan kelompok dapat menebak kata yang dimaksud.
9. Saat permainan di mulai, semua siswa antusias memberikan sinonim kata pada kartu sampai pada kartu terakhir. Pemenang dengan poin terbanyak adalah kelompok *Eraser*.
10. Setelah permainan berakhir, P meminta setiap kelompok mendiskusikan pertanyaan-pertanyaan tentang teks.
11. Kegiatan belajar terhenti karena bel istirahat.
12. Setelah istirahat selesai, P melanjutkan pelajaran dengan membahas jawaban kelompok pada teks sebelumnya.
13. Selanjutnya P meminta setiap kelompok membaca teks berikutnya dengan seksama dalam waktu 10 menit. Setiap kelompok kemudian menuliskan 2 kata yang mereka anggap sulit di papan tulis. Setelah itu, semua kelompok berlomba mencari arti kata-kata tersebut. Setiap jawaban benar memperoleh poin 50.
14. Semua kelompok terlihat bersemangat mengikuti permainan.
15. Selanjutnya P meminta siswa mengerjakan teks berikutnya berjudul *A Dragon and A Bird* secara individu.
16. Setelah siswa selesai mengerjakan soal yang diberikan, P melanjutkan dengan diskusi.
17. P menutup kegiatan pembelajaran dengan mengucapkan, "Ok, everyone. See you."

Field Note 6

Hari/tanggal : Senin, 10 Maret 2014
 Ruang : Ruang kelas VIIIG
 Hal : *meeting 2 Cycle 2*
 P : Peneliti
 G : Guru Bahasa Inggris
 K : Kolaborator

1. Pukul 08.20 P masuk ke dalam kelas. P menyapa seluruh siswa dan menanyakan siapa yang tidak masuk hari ini.
2. P memberitahu bahwa hari ini adalah hari terkahir pengumpulan poin kelompok karena pertemuan selanjutnya merupakan tes dan permbagian hadiah.
3. Keadaan kelas menjadi gaduh karena pengumuman tersebut namun kembali normal setelah P meminta siswa untuk tenang.
4. P memulai pelajaran hari ini dengan menunjukkan gambar raja yang kejam. P menanyakan apa pendapat siswa tentang gambar tersebut. Siswa antusias memberikan pendapat mereka.
5. P kemudian melanjutkan dengan memberikan teks berjudul *The Wicked King*. P memberikan waktu kepada siswa selama 10 menit untuk membaca teks dengan seksama bersama dengan kelompoknya. Setelah waktu membaca selesai, P meminta siswa untuk duduk melingkar dengan kelompoknya masing-masing dan memilih 1 juru bicara kelompok.
6. Siswa mulai gaduh menentukan juru bicara.
7. Setelah selesai menentukan juru bicara masing-masing kelompok, P memberitahu bahwa pada permainan kali ini, hanya juru bicara yang boleh menjawab. Anggota yang lain dapat membantu juru bicara. Hal ini dilakukan agar kelas menjadi lebih kondusif.
8. P memberitahu aturan permainannya yaitu P akan membacakan soal terkait dengan teks dan *generic structure* dari *narrative text*. Juru bicara kelompok harus meneriakkan nama kelompoknya. Kelompok tercepat dan tepat menjawab mendapatkan kesempatan untuk memilih angka 1 s/d 12 di papan tulis. Masing-masing angka memiliki poin dan juga *zonk*; yang berarti semua poin kelompok akan hilang.
9. Setelah semua aturan permainan jelas, P memulai dengan pertanyaan pertama terkait arti kata sulit dalam teks.
10. Semua siswa antusias mengikuti jalannya permainan.
11. Permainan diakhiri dengan pertanyaan terkahir. P mengakumulasi semua poin dan menambahkannya pada poin kelompok.
12. P kemudian melanjutkan pelajaran dengan meminta secara individu mengerjakan teks terkahir berjudul *The Naughty Boy and The Witch*.
13. P berkeliling dan memeriksa sekaligus membantu siswa yang kurang mengerti dengan pertanyaan maupun kata sulit.
14. Sebelum bel pulang berbunyi, semua siswa telah menyelesaikan teks terkahir. Setelah semua siswa selesai mengerjakan soal, P mendiskusikan jawaban-jawaban mereka dan menghitung jumlah jawaban benar untuk

dimasukan pada poin kelompok. Beberapa jawaban mendapat pengurangan nilai pada ejaan, namun keseluruhan jawaban benar.

15. Kegiatan belajar ditutup dengan salam dari P.

Field Note 7

Hari/tanggal : Jumat, 14 Maret 2014
 Ruang : Ruang kelas VIII G
 Hal : *meeting 3 cycle 2*
 P : Peneliti
 G : Guru Bahasa Inggris
 K : Kolaborator

1. Pukul 08.20 , G dan K memasuki ruangan kelas. P menyapa para siswa yang ada di kelas. Kemudian, P mulai melakukan kegiatan presensi dan dilanjutkan dengan berdoa bersama.
2. P kemudian menjelaskan bahwa hari ini merupakan hari ujian. P menambahkan bahwa soal tes akan berasal dari teks-teks yang dibahas pada pertemuan yang lalu. Kemudian P juga memberitahu bahwa barangsiapa yang mengganggu atau mencontek, nilai perolehan dari kelompok diskusi akan dikurangi. P juga menjelaskan bahwa setelah pembahasan tes, nilai akan dijumlahkan dan P akan mengumumkan kelompok terbaik dan kelompok favorit. Setelah pengumuman akan ada pembagian hadiah dan foto bersama.
3. Di saat menjelaskan, beberapa siswa ada yang baru datang karena terlambat. Di saat semua siswa sudah siap, P melanjutkan penjelasan bahwa soal tidak terlalu sulit karena teks sudah pernah dibahas sebelumnya. Selain itu, ujian bersifat *closed book*, jadi para siswa tidak diperbolehkan untuk membuka catatan atau kamus.
4. P meminta para siswa untuk menyiapkan pensil atau pena. Selain itu, semua buku diminta untuk dimasukkan ke dalam tas. Para siswa diinstruksikan agar menjawab soal di lembar soal sekaligus. Tak lupa P menginstruksikan agar para siswa menuliskan nama, kelas serta nomor absen mereka masing-masing.
5. P lalu mulai membagikan soal kepada siswa. Para siswa diberikan waktu 60 menit untuk mengerjakan. Para siswa tampak tertib mengerjakan ujian dengan pengawasan P. Ketika mengerjakan, ada juga beberapa siswa yang bertanya kepada P tentang apa yang menurut mereka kurang jelas.
6. Jam pelajaran Bahasa Inggris belum selesai, namun banyak siswa yang kali ini sudah mengumpulkan pekerjaan mereka. Para siswa tampak bisa mengerjakan ujian dengan baik.
7. P meminta para siswa untuk menukarkan hasil pekerjaan mereka dengan teman sebangku mereka.
8. P kemudian melanjutkan dengan pembahasan. P menanyai para siswa, apakah ada yang ingin menjawab nomor satu. Banyak sekali para siswa yang kemudian tunjuk jari untuk mencoba menjawab. Respon positif ini konstan hingga pembahasan soal terakhir.

9. Setelah pembahasan soal, P menghitung poin kelompok dan mengumumkan hasilnya.
10. Kelompok yang menang maju kedepan untuk memperoleh hadiah dan foto bersama. Kelompok favorit adalah kelompok yang dipilih langsung oleh kolaborator berdasarkan ketertiban, kedisiplinan, dan antusiasme dalam mengikuti kegiatan belajar.
11. Setelah selesai foto bersama, P memberikan pengumuman bahwa masih akan ada pertemuan selanjutnya dengan P yaitu *Post test*.
12. P kemudian menutup kegiatan dengan memberikan salam penutup.

Appendix B

Interview Transcripts

Preliminary Interview Guides

A. Teacher

1. Bagaimana pembelajaran *reading* di kelas?
2. Apakah kemampuan membaca siswa sudah memenuhi harapan?
3. Apa saja kesulitan siswa di kelas dalam memahami teks Bahasa Inggris?
4. Strategi membaca apa yang sudah diterapkan untuk membantu pemahaman siswa dalam memahami teks Bahasa Inggris?
5. Apakah siswa sudah menerapkan strategi tersebut dalam kegiatan membaca di kelas?
6. Apakah strategi yang diajarkan sudah membantu siswa dalam memahami teks Bahasa Inggris?
7. Apakah Bapak/Ibu memperdalam pemahaman siswa setelah kegiatan membaca dilakukan?
8. Dari mana sumber teks Bahasa Inggris yang Bapak/Ibu gunakan pada pembelajaran *reading*?
9. Apakah siswa bertanya kepada Bapak/Ibu jika menemukan kesulitan dalam memahami teks Bahasa Inggris?
10. Apakah siswa bertukar pendapat dengan teman sekelas mengenai pemahaman mereka terhadap teks Bahasa Inggris?
11. Apakah Bapak/Ibu mengetahui tentang Strategi Kompensasi?
12. Apakah Bapak/Ibu mengetahui tentang teknik *Guessing Intelligently*?
13. Apa yang siswa lakukan jika mengalami kesulitan dalam memahami kosakata baru?

B. Students

1. Bagaimana pembelajaran *reading* di kelas?
2. Bagaimana teknik Bapak/Ibu guru dalam mengajar *reading*?
3. Apakah Bapak/Ibu guru memberikan kesempatan kepada anda untuk memahami teks Bahasa Inggris dalam kelompok?
4. Apa saja kesulitan dalam memahami teks Bahasa Inggris?
5. Strategi membaca apa yang diajarkan Bapak/Ibu guru untuk membantu anda memahami teks Bahasa Inggris?
6. Apakah strategi tersebut sering digunakan dalam kegiatan membaca di kelas?
7. Apakah strategi yang diajarkan sudah membantu anda dalam memahami teks Bahasa Inggris?
8. Apakah Bapak/Ibu guru memperdalam pemahaman anda setelah kegiatan membaca dilakukan?
9. Apakah anda bertanya kepada Bapak/Ibu guru jika menemukan kesulitan dalam memahami teks Bahasa Inggris?
10. Apakah Bapak/Ibu guru memfasilitasi anda untuk bertukar pendapat dengan teman sekelas mengenai pemahaman anda terhadap teks Bahasa Inggris?

Post Action Interview Guides

A. Teacher

1. Apa pendapat Bapak/Ibu mengenai Strategi Kompensasi?
2. Bagaimana pendapat Bapak/Ibu mengenai pembelajaran dikelas setelah Strategi Kompensasi diterapkan?
3. Apa pendapat Bapak/Ibu mengenai teknik *Guessing Intelligently*?
4. Apa pendapat Bapak/Ibu mengenai teks-teks Bahasa Inggris yang digunakan?
5. Apa pendapat Bapak/Ibu mengenai gambar-gambar yang digunakan sebagai *non-linguistic clues*?
6. Apakah Strategi Kompensasi ini dapat diterapkan pada pembelajaran selanjutnya?
7. Apa harapan Bapak/Ibu untuk pembelajaran selanjutnya?

B. Students

1. Bagaimana pendapat anda mengenai pembelajaran dikelas setelah Strategi Kompensasi diterapkan?
2. Apa pendapat anda mengenai teknik *Guessing Intelligently*?
3. Apa pendapat anda mengenai teks-teks Bahasa Inggris yang digunakan?
4. Apa pendapat anda mengenai gambar-gambar yang digunakan selama pembelajaran *reading* di kelas?
5. Apakah Strategi Kompensasi ini dapat diterapkan pada pembelajaran selanjutnya?
6. Apa harapan anda untuk pembelajaran selanjutnya?

Interview 1

Jumat, 7 Februari 2014

- P : Halo, namanya siapa?
 S : Bella
 P : Nama lengkapnya?
 S : Bella Anasya
 P : Dik Bella, mbak Ve mau nanya-nanya nih. Gimana sih pembelajaran Bahasa Inggris tentang narrative text dikelas?
 S : Gitu deh mbak. Biasanya dikasih teks gitu terus disuruh jawab pertanyaan.
 P : Teknik apa yang paling sering dipakai ibu guru?
 S : Biasanya menjelaskan gitu mbak.
 P : Apa ibu guru memberikan kesempatan buat adik untuk memahami teks?
 S : Biasanya dikasih waktu 10 menit buat baca, terus jawab soal.
 P : Kesulitan apa saja sih yang adik hadapi saat belajar reading dikelas?
 S : Bingung sama kosakatanya mbak. Kan kalo nggak tau arti kata jadi nggak ngerti isi ceritanya.
 P : Strategi apa yang diajarkan ibu guru untuk memahami kata sulit?
 S : Biasanya disuruh cari dikamus mbak. Tapi kadang nggak jelas artinya. Nggak nyambung sama teks.
 P : Sering nggak disuruh buka kamus?
 S : Kalo pas ada yang nanya aja mbak.
 P : Kalo pake kamus membantu nggak?
 S : Kadang iya kadang bingung mbak.
 P : Dik Bella nanya nggak sama ibu guru kalo nggak ngerti?
 S : Kadang males mbak, soalnya kata sulitnya terlalu banyak.
 P : Ada diskusi nggak dikelas? Dengan kelompok atau teman sebangku?
 S : Jarang mbak.
 P : Oke. Makasih ya
 S : Iya mbak.

Interview 2

Jumat, 7 Februari 2014

- P : Halo, namanya siapa?
 S : Habib.
 P : Nama lengkapnya?
 S : Habib Maulana
 P : Oke Dik Habib, mbak Ve mau nanya-nanya dikit ya. Gimana sih pembelajaran Bahasa Inggris terkait teks narasi dikelas?
 S : Biasanya dikasih teks gitu terus disuruh jawab pertanyaan.
 P : Teknik apa yang paling sering dipakai ibu guru?
 S : Biasanya menjelaskan gitu mbak.
 P : Apa ibu guru memberikan kesempatan buat adik untuk memahami teks?
 S : Dikasih waktu 10 menit buat baca, terus jawab soal.
 P : Kesulitan apa saja sih yang adik hadapi saat dikelas?
 S : Harus buka kamus mbak kalo nyari arti kata sulit. Kelamaan mbak.
 P : Strategi apa yang diajarkan ibu guru untuk memahami kata sulit?

- S : Disuruh cari dikamus mbak. Tapi kadang nggak jelas artinya. Nggak nyambung sama teks.
- P : Sering nggak disuruh buka kamus?
- S : Pas nggak bisa aja.
- P : Kalo pake kamus membantu nggak?
- S : Iya sih. Tapi lama harus nyari satu-satu.
- P : Dik Habib nanya nggak sama ibu guru kalo nggak ngerti?
- S : Kadang males mbak, soalnya kata sulitnya terlalu banyak.
- P : Ada diskusi nggak dikelas? Dengan kelompok atau teman sebangku?
- S : Ada sih tapi jarang.
- P : Oke. Makasih ya
- S : Iya mbak.

Interview 3

Jumat, 7 Februari 2014

- P : Halo, namanya siapa?
- S : Idris mbak.
- P : Nama lengkapnya?
- S : Idris Febrianto.
- P : Maaf ya, mbak boleh mengganggu sebentar?
- S : Iya nggak apa-papa mbak.
- P : Dik, bagaimana pembelajaran bahasa inggris terkait teks narasi dikelas?
- S : Biasanya dikasih teks gitu terus disuruh jawab pertanyaan. Diawal dijelaskan dulu generic structurenya.
- P : Teknik apa yang paling sering dipakai ibu guru dikelas?
- S : Menjelaskan mbak.
- P : Apa ibu guru memberikan kesempatan buat adik untuk memahami teks?
- S : Disuruh baca dulu, terus jawab soal. Kalo nggak ngerti boleh nanya.
- P : Kesulitan apa saja sih yang adik hadapi saat dikelas?
- S : Bingung sama kosakatanya mbak. Kan kalo nggak tau arti kata jadi nggak ngerti isi ceritanya.
- P : Strategi apa yang diajarkan ibu guru untuk memahami kata sulit.
- S : Disuruh buka kamus. Kalo pas nggak bawa kamus itu yang kesulitan mbak.
- P : Sering nggak disuruh buka kamus?
- S : Kalo pas nggak ngerti aja.
- P : Kalo pake kamus membantu nggak?
- S : Kadang iya kadang bingung mbak. Apalagi kalo udah banyak yang nggak tau.
- P : Dik Idris nanya nggak sama ibu guru kalo nggak ngerti?
- S : Nanya mbak.
- P : Ada diskusi nggak dikelas? Dengan kelompok atau teman sebangku?
- S : Nggak sering sih mbak.
- P : Oke. Makasih ya
- S : Iya mbak.

Interview 4

Jumat, 7 Februari 2014

- P : Halo, namanya siapa?
 S : Tegar mbak.
 P : Nama lengkapnya?
 S : Tegar Handoko
 P : Jadi panggilannya dik Tegar ya.
 S : Iya mbak.
 P : Dik Tegar, maaf ya mbak ganggu waktu istirahatnya. Mbak Ve mau nanya-nanya dikit tentang pembelajaran Bahasa Inggris tentang teks narasi dikelas. Menurut adik bagaimana?
 S : Biasanya ibu Arin ngasih teks trus jelasin generic structurenya. Abis itu kita disuruh jawab pertanyaan.
 P : Teknik apa yang paling sering dipakai ibu guru dikelas?
 S : Bu Arin biasanya menjelaskan gitu mbak.
 P : Apa ibu guru memberikan kesempatan buat adik untuk memahami teks?
 S : Disuruh baca dulu, terus jawab soal. Kalo nggak ngerti boleh nanya.
 P : Kesulitan apa saja sih yang adik hadapi saat dikelas?
 S : Kata-kata sulit mbak. Jadi nggak ngerti dengan isi teksnya.
 P : Strategi apa yang diajarkan ibu guru untuk memahami kata sulit.
 S : Kalo kami nggak ngerti biasanya disuruh buka kamus.
 P : Sering nggak disuruh buka kamus?
 S : Kalo pas nggak ngerti aja.
 P : Kalo pake kamus membantu nggak?
 S : Kadang iya kadang bingung mbak. Apalagi kalo udah banyak yang nggak tau.
 P : Dik Tegar nanya nggak sama ibu guru kalo nggak ngerti?
 S : Nanya mbak.
 P : Ada diskusi nggak dikelas? Dengan kelompok atau teman sebangku?
 S : Nggak sering sih mbak.
 P : Oke. Makasih ya
 S : Iya mbak.

Interview 5

7 Februari 2014

- P : Halo, wah lagi ngapain nih?
 S : Lagi baca-baca aja mbak.
 P : Mbak ganggu bentar ya.
 S : Iya nggak papa mbak.
 P : Namanya siapa?
 S : Ajeng mbak
 P : Dik Ajeng udah belajar teks narrative kan? Nah gimana sih proses pembelajaran dikelas?
 S : Biasanya Bu Arin menjelaskan generic structurenya terus kami disuruh jawab pertanyaan. Sebelumnya udah dikasih teks duluan.
 P : Ada teknik lain nggak selain menjelaskan?

- S : Kadang dikasih games. Tapi jarang sih mbak. Paling sering disuruh buka buku terus jawab pertanyaan.
- P : Apakah bu guru memberikan adik kesempatan untuk memahami teks yang diberikan?
- S : Iya mbak. Kami dusuruh baca dulu sekitar 10 menit baru jawab soal.
- P : Apa aja kesulitan yang adik hadapi dalam belajar teks narasi?
- S : Paling susah itu kalo harus mengartikan kata-kata sulit mbak. Apalagi satu teks gitu. Jadi males bacanya.
- P : Nah, kalo strategi, strategi membaca apa yang sering diajarkan ibu guru?
- S : Biasanya kalo kita nggak ngerti kata sulit, disuruh buka kamus mbak.
- P : Sering nggak disuruh buka kamus?
- S : Iya mbak. Kalo ke kelas harus bawa kamus.
- P : Kalo mengartikan kata sulit dengan kamus, apakah membantu adik memahami teks?
- S : Iya mbak. Kan jadi tau artinya.
- P : Adik sendiri punya strategi khusus untuk kata sulit? Menebak misalnya?
- S : Nggak mbak. Nggak bisa nebak hehe
- P : Kalo adik nggak ngerti, selain buka kamus, adik nanya nggak sama ibu guru?
- S : Iya mbak. Kalo buka kamus kan lama, jadi lebih enak nanya langsung ke bu guru.
- P : Ada diskusi nggak dikelas. Kelompok atau teman sebangku?
- S : Kadang dengan teman sebangku mbak.
- P : Oke dik Ajeng. Makasih ya
- S : Sama-sama mbak.

Interview 6

7 Februari 2014

- P : Selamat pagi bu. Maaf mengganggu.
- G : Iya Mbak Ve, silahkan masuk.
- P : Saya bermaksud mewawancarai ibu untuk keperluan penelitian. Apa ibu ada waktu?
- G : Oh iya, silahkan mbak.
- P : Saya ingin menanyakan mengenai proses pembelajaran reading dikelas, khususnya untuk teks narasi. Bagaimana menurut ibu?
- G : Untuk teks narasi, saya biasanya mencari teks dari memberikan pada murid. Mereka baca beberapa menit, lalu kita diskusikan apa yang belum dimengerti. Selanjutnya menjawab pertanyaan mengenai bacaan. Teksnya biasanya yang mudah-mudah saja.
- P : Apakah kemampuan siswa sudah memenuhi harapan?
- G : Sejauh ini masih banyak siswa yang kesulitan memahami bacaan. Makanya sama usahakan mencari teks yang lebih mudah untuk dipahami. Saya juga biasanya menggunakan buku dari sekolah atau mencari teks dari internet.
- P : Apa saja kesulitan siswa dalam memahami bacaan yang ibu berikan.
- G : Rata-rata siswa bertanya mengenai kata sulit dan ide pokok.

- P : Strategi membaca apa yang sudah diterapkan untuk membantu pemahaman siswa dalam memahami teks narasi yang ibu berikan?
- G : Biasanya saya meminta siswa membaca sekitar beberapa menit lalu kami bersama-sama mendiskusikan bacaan. Jika siswa mengalami kesulitan pada kata sulit, saya meminta mereka membuka kamus. Kamus harus selalu dibawa dikelas. Tapi yah itu mbak, kan kamus mereka yang biasa aja. Kadang juga nggak bawa kamus.
- P : Apakah ibu memperdalam pemahaman siswa setelah kegiatan membaca dilakukan.
- G : Ya biasanya kalau siswa mengalami kesulitan kami berdiskusi.
- P : Apakah siswa bertanya kepada ibu jika menemukan kesulitan dalam memahami teks?
- G : Ada yang bertanya ada yang malu-malu.
- P : Apakah siswa bertukar pendapat dengan teman sekelas mengenai pemahaman mereka terhadap teks?
- G : Ya. Dengan teman sebangku.
- P : Apakah ibu mengetahui tentang strategi kompensasi?
- G : Tidak.
- P : Apakah ibu mengetahui tentang teknik guessing intelligently?
- G : Menebak yang mbak?
- P : Iya bu. Melalui apa saja bu?
- G : Wah saya kurang tau.
- P : Kalau begitu apa yang siswa lakukan jika mengalami kesulitan dalam memahami kosakata baru?
- G : Saya menyarankan untuk membuka kamus.
- P : Baik ibu. Terimakasih atas waktunya.
- G : Sama-sama mbak Ve.

Interview 7

17 Februari 2014

- P : Hai dik Adies. Maaf mbak Ve ganggu bentar ya.
- S : Iya mbak.
- P : Mbak mau tanya-tanya bentar boleh?
- S : Iya mbak silahkan.
- P : Menurut adik, gimana pembelajaran dikelas tadi?
- S : Nyenengin mbak, ada gambar-gambar yang ngebantu mikir
- P : Kalo teksnya gimana?
- S : Ada yang gampang ada yang susah mbak. Tapi kalo kayak teks Malin Kundang, kan udah tau ceritanya. Jadi lebih gampang.
- P : Gambar-gambarnya menarik nggak?
- S : Iya mbak.
- P : Oke. Makasih ya
- S : Sama-sama mbak.

Interview 8**17 Februari 2014**

- P : Hai. Lagi ngapain nih?
 S : Nggak mbak.
 P : Mbak ganggu bentar boleh?
 S : Iya mbak.
 P : Bagaimana menurut adik tentang pembelajaran yang kemarin?
 S : Enak mbak. Bermain sambil nebak arti kata, jadi lebih tau kata-kata baru
 P : Gambar-gambarnya gimana? Apakah membantu adik memahami teks?
 S : Iya mbak. Jadi bisa nebak ceritanya gimana.
 P : Teksnya gimana? Susah nggak?
 S : Beberapa susah mbak. Tapi yang lain gampang.
 P : Oke deh. Makasih ya.
 S : Sama-sama mbak.

Interview 9**17 Februari 2014**

- P : Dik Adel, menurut adik bagaimana pembelajaran Bahasa Inggris tadi?
 S : Enak mbak karena belajar kelompok bisa lebih tau.
 P : Bisa lebih paham daripada membaca sendiri ya? Kekurangannya apa biar kedepannya bisa ditingkatkan lagi.
 S : Nggak ada sih mbak.
 P : Berarti kedepannya terus ditingkatkan ya?
 S : Iya
 P : Terima kasih ya.

Interview 10**17 Februari 2014**

- P : Dik Dila, gimana menurut adik pembelajaran bahasa Inggris tadi?
 S : Lumayan mbak.
 P : Pengennya kedepannya ditingkatkan lagi?
 S : Tambah lagi permainannya.
 P : Oke. Terus kekurangannya?
 S : Ya itu tadi mbak.
 P : Oke jadi ditambah lagi ya gamesnya.
 S : Iya.
 P : Oke. Makasih ya.

Interview 11**17 Februari 2014**

- P : Dik Ika, menurut adik tadi pembelajaran bahasa Inggrisnya gimana?
 S : Seru mbak. Gamenya yang seru. Bisa rebutan sama teman yang lain.
 Diskusi juga asik.
 P : Jadi kayak main aja ya? Nggak seperti belajar.
 S : Iya mbak. Games aja terus mbak.
 P : Ada saran nggak buat selanjutnya?

- S : Tambah games lagi. Yang poin-poin sama rebutan gitu mbak.
 P : Oke. Ada kekurangannya nggak?
 S : Nggak ada sih mbak.
 P : Berarti hanya perlu ditingkatkan lagi ya?
 S : Iya mbak.
 P : Terimakasih.
 S : Iya.

Interview 12

17 Februari 2014

- P : Menurut anda bagaimana pembelajaran reading pada pertemuan pertama?
 K : Secara keseluruhan semua berjalan baik, tapi pada awal, saya rasa penjelasan anda terlalu cepat. Pembagian kelompoknya pun kurang efektif. Sebaiknya anda menentukan langsung anggota kelompok, sehingga tidak memakan waktu yang terlalu lama. Semoga di pertemuan selanjutnya dapat ditingkatkan lagi.
 P : Berarti belum ada kendala berarti dalam pembelajaran di pertemuan pertama ini.
 K : Belum ada.
 P : Oke. Terimakasih.

Interview 13

21 Februari 2014

- P : Dik, maaf ya ganggu bentar. Mbak mau nanya gimana kegiatan belajar kemarin?
 S : Seneng mbak, soalnya main terus. Aku juga dapat banyak kata-kata baru yang ternyata sinonimnya udah aku tau. Karena lomba gitu, jadi semangat mikir
 P : Kegiatan itu bias bantu adik memahami teks nggak?
 S : Iya mbak. Kan kalo ngerti kata-kata sulit akhirnya bias ngerti jalan ceritanya
 P : Oke. Terimakasih ya.
 S : Sama-sama mbak.

Interview 14

21 Februari 2014

- P : Selamat siang dik Rizki.
 S : Siang mbak.
 P : Maaf mbak Ve menggagu sebentar ya. Mbak mau tanya kegiatan belajar tadi bagaimana menurut adik?
 S : Enak sih mbak. Bisa nyari jawaban sama-sama dengan teman kelompok.
 P : Kalo gambar dan gamesnya bagaimana?
 S : Seru banget. Sering-sering aja mbak.
 P : Kira-kira dengan kegiatan menebak tadi bisa membantu adik untuk memahami teks nggak?
 S : Bisa banget mbak.

- P : Kemarin itu mbak ve mengajarkan Compensation strategies. Maksudnya adalah adik menebak arti kata sulit dengan bantuan gambar atau kata-kata disekitarnya, tanpa harus menggunakan kamus. Jadi itu membantu adik memahami teks nggak?
- S : Iya mbak.
- P : Untuk kedepannya bagaimana? Ada saran?
- S : Ditingkatkan lagi aja mbak.
- P : Oke. Terimakasih ya.
- S : Iya mbak.

Interview 15

21 Februari 2014

- P : Selamat siang dik Sekar.
- S : Selamat siang.
- P : Mbak mau tanya tentang pembelajaran kemarin yang sudah kita lakukan. Itu namanya strategi kompensasi. Menurut adik bagaimana?
- S : Enak mbak. Asik juga gamesnya.
- P : Karena?
- S : Ada grup diskusi sama poin-poin gitu.
- P : Ya soalnya strategi ini menekankan pada menebak dari konteks. Terus ada saran nggak?
- S : Lebih ditingkatkan lagi aja mbak.
- P : Oke. Terimakasih ya.
- S : Iya.

Interview 16

21 Februari 2014

- P : Selamat siang dik Sifa.
- S : Siang mbak Ve
- P : Mbak ganggu sebentar ya. Mau bertaya tentang pembelajaran yang kita lakukan tadi. Menurut adik bagaimana?
- S : Seru mbak.
- P : Karena?
- S : Gamesnya seru.
- P : Gimana dengan gambar-gambar dan cara menebak?
- S : Itu juga seru mbak.
- P : Membantu nggak dalam memahami teks?
- S : Iya mbak.
- P : Suka?
- S : Suka mbak. Jadi nggak kayak belajar.
- P : Ada saran untuk kedepannya?
- S : Ditambahin gamesnya.
- P : Oke. Terimakasih ya
- S : Sama sama.

Interview 17

21 Februari 2014

- P : Selamat siang dik Isa.
 S : Siang mbak.
 P : Mbak ganggu sebentar ya? Menurut adik pembelajaran tadi gimana?
 S : Cukup menyenangkan mbak.
 P : Kenapa?
 S : Bisa kerja kelompok. Ada games sama poin-poin juga.
 P : Gimana dengan cara menebak dengan gambar?
 S : Itu juga seru mbak. Jadi nggak perlu buka kamus.
 P : Nah, apa kegiatan itu membantu adik memahami teks?
 S : Iya mbak. Jadi ngerti ceritanya.
 P : Itu namanya strategi kompensasi. Artinya adik dalam mengartikan kata sulit dan memahami cerita dapat dibantu oleh gambar dan konteks bacaan. Ada kesulitan nggak? Atau ada saran?
 S : Tambah aja games nenbak-nebak gitu mbak.
 P : Baik. Terimakasih ya.
 S : Iya.

Interview 18

21 Februari 2014

- P : Bagaimana pendapat anda tentang meeting kedua ketika strategi kompensasi diaplikasikan pada pembelajaran reading?
 K : Pertemuan kedua cukup baik. Anda juga sudah mampu menjelaskan materi lebih pelan dan teratur sehingga siswa dapat mengerti. Aplikasi strategi melalui permainan menebak sinonim juga cukup mampu membuat siswa memahami bacaan menggunakan konteks yang ada tanpa harus membuka kamus. Dengan adanya games juga membantu siswa untuk belajar sambil bermain. Siswa pun terlihat menikmati proses pembelajaran. Beberapa yang perlu di tingkatkan pada pertemuan selanjutnya adalah semua siswa belum ikut terlibat. Beberapa masih bergantung pada teman kelompoknya walaupun task yang diberikan bersifat individu. Untuk pertemuan selanjutnya mungkin perlu ditingkatkan kemandirian siswa untuk mengerjakan sendiri khususnya pada tahap individual construction.
 P : Oke. Berarti perlu pemantapan pada kemandirian siswa. Ada lagi yang perlu ditingkatkan?
 K : Sejauh ini itu saja.
 P : Baik. Terimakasih.

Interview 19

24 Februari 2014

- P : Dik, maaf mbak ganggu sebentar ya. Gimana ujian kemarin? Tesnya susah nggak
 S : Nggak terlalu susah kok mbak, soalnya teksnya beberapa udah pernah dibahas. Ceritanya juga lumayan gampang.
 P : Kemudian apa kegiatan pembelajaran sebelumnya membantu adik untuk

memahami teks ini?

S : Membantu banget mbak. Nggak perlu pake kamus udah bisa nebak kata-kata sulitnya. Jadi bisa tahu jalan ceritanya.

Interview 20

24 Februari 2014

P : Hai dik, gimana ujiannya?

S : Nggak sulit sih mbak, materinya kan udah pernah diajarin

P : Terus apa pembelajaran sebelum ujian membantu adik dalam mengerjakan tes ini?

S : Membantu banget

P : Kesulitan apa yang adik hadapi selama mengerjakan tes?

S : Nggak ada sih mbak

Interview 21

24 Februari 2014

P : Hai. Gimana ujian tadi?

S : Lumayan mbak.

P : Susah nggak?

S : Ada yang susah ada yang nggak.

P : Apa yang paling sulit dipahami dari soal-soal pada tes tersebut?

S : Yang bagian moral value mbak

P : Oke. Makasih ya.

S : Iya mbak.

Interview 22

24 Februari 2014

P : Selamat siang, maaf mbak Ve ganggu bentar ya. Mbak mau tanya soal ujian tadi. Gimana menurut adik?

S : Lumayan susah.

P : Susahnya kenapa?

S : Topiknya mbak.

P : Oh berarti intinya pemahaman teksnya kurang bisa ya? Apakah pembelajaran sebelum ujian membantu dalam mengerjakan tes tadi?

S : Iya membantu.

P : Berarti mungkin bisa ditingkatkan lagi membacanya supaya lebih paham ya. Terimakasih ya

S : Iya.

Interview 23

24 Februari 2014

P : Halo semuanya. Lagi ngapain nih? Mbak Ve ganggu bentar nggak papa ya.

S : Iya mbak.

P : Gimana tadi ujiannya? Susah nggak?

S : Lumayan si. Ada beberapa soal yang susah. Kayak topiknya sama moral valuenya.

- P : Yang paling susah yang mana?
 S : Yang moral value mbak.
 P : Nah kalo pembelajaran sebelum tes membantu nggak untuk mengerjakan tes tadi?
 S : Iya mbak banyak membantu. Walaupun masih susah juga.
 P : Karena?
 S : Bebeapa sudah dibahas. Tapi kadang masih susah ngerjain juga.
 P : Oh berarti masih perlu banyak latihan lagi ya?
 S : Iya mbak.
 P : Oke deh. Makasih ya
 S : Sama-sama mbak.

Interview 24

24 Februari 2014

- P : Bagaimana pendapat anda pada tes cycle pertama ini? Apakah berjalan baik? Atau ada yang perlu dibenahi?
 K : Untuk ujiannya sejauh ini lancer. Hanya beberapa siswa dating terlambat pada awalnya tapi mereka bisa mengerjakan dengan baik. Jauh berbeda dengan pre-test kemarin. Mereka lebih termotivasi dan menaati aturan pada test. Perkembangan yang sangat baik untuk meningkatkan pemahaman dan kemandirian siswa. Pada pembahasan siswa juga cukup aktif saling bertukar pikiran. Sangat baik.
 P : Berarti pada tes berikutnya perlu ditingkatkan lagi ya.
 K : Sejauh ini sudah baik. Hanya perlu sedikit peningkatan.
 P : Oke. Terimakasih.

Interview 25

28 Februari 2014

- P : Halo, maaf mbak ganggu sebentar ya. Mbak mau Tanya-tanya tentang pembelajaran tadi. Menurut adik gimana?
 S : Menyenangkan sekali mbak
 P : Kenapa?
 S : Soalnya gamenya seru. Ada poin kelompok yang nilainya di akhir nanti. Jadi walaupun nggak menang sekarang tetep punya kesempatan menang di game berikutnya.
 P : Gamenya ngebantu nggak memahami teks?
 S : Iya mbak. Kan kalo ngerti kata-kata sulitnya jadi ngerti ceritanya juga.
 P : Bosen nggak kalo game terus?
 S : Nggak mbak. Malah seneng. Jadi kayak nggak belajar

Interview 26

28 Februari 2014

- P : Halo, lagi ngapain nih? Mbak ve ganggu bentar ya. Gimana menurut adik dengan pembelajaran bahasa inggris tadi?
 S : Seru dan menyenangkan mbak.
 P : Apa pembelajaran dengan games menebak dan diskusi membuat adik lebih

memahami teks?

S : Iya. Lebih memahami. Kata yang kurang tahu jadi tahu mbak.

P : Menikmati pelajaran nggak?

S : Iya mbak. Malah jadi kayak nggak belajar.

P : Itu yang disebut dengan strategi kompensasi. Strategi menebak arti kata baru dibantu dari kalimat sekita kata tersebut dan konteks bacaan. Jadi strategi kompensasi yang dilakukan melalui games menyenangkan?

S : Iya mbak.

P : Oke terimakasih ya.

S : Iya mbak.

Interview 27

28 Februari 2014

P : Selamat siang dik Deo?

S : Siang mbak Ve.

P : Maaf Mbak ve ganggu bentar ya.

S : Iya mbak.

P : Mbak Ve mau tanya tentang pembelajaran bahasa Inggris tadi. Menurut adik bagaimana?

S : Enak mbak. Seru. Gamesnya asik.

P : Tadi juga ada diskusi kelompok. Apakah itu membantu memahami teks yang diberikan?

S : Iya membantu.

P : Kenapa?

S : Jadi bisa tanya teman kalo nggak ngerti. Bisa diskusi juga.

P : Berarti itu memudahkan?

S : Iya mbak.

P : Bagaimana dengan cara menebak kata sulit yang mbak Ve ajarkan? Membantu nggak dalam memahami teks?

S : Iya mbak. Sangat membantu. Jadi nggak perlu pake kamus.

P : Oke. Terimakasih dik.

Interview 28

28 Februari 2014

P : Maaf mbak ve ganggu bentar ya. Mau nanya-nanya tentang pembelajaran tadi. Menurut adik bagaimana?

S : Seru kok mbak. Banyak games. Kelompok diskusinya juga membantu.

P : Kalau teknik menebak kata sulit yang mbak Ve ajarkan bagaimana?

S : Itu juga seru mbak. Apalagi lewat games gitu. Jadi membantu.

P : Membantu dalam memahami teks?

S : Iya mbak. Jadi ngerti jalan ceritanya.

P : Bagaimana dengan gambar-gambarnya?

S : Membantu juga.

P : Seneng nggak kalo belajar dengan bermain kayak tadi?

S : Iya mbak. Jadi semangat.

P : Oke. Terimakasih ya.

Interview 29**28 Februari 2014**

- P : Hai dik. Mbak ve boleh ganggu bentar?
 S : Iya mbak.
 P : Gimana menurut adik dengna pembelajaran tadi?
 S : Seru mbak. No comment lah.
 P : Membantu adik meahami teks nggak?
 S : Iya.
 P : Oke. Terimakasih ya.
 S : Iya.

Interview 30**28 Februari 2014**

- P : Untuk pertemuan pertama di cycle dua ini menurut anda bagaimana? Apakah lebih baik dari pertemuan sebelumnya atau ada kekurangan yang muncul yang harus segera diatasi. Bagaimana pendapat anda?
 K : Sejauh ini saya melihat anda sudah bisa mengontrol kondisi kelas dengan baik. Anda sudah bisa mengatur siswa agar tidak ribut dengan mengurangi poin dan siswa pun terlihat sudah bisa mengikuti pelajaran dengan baik. Sempat ribut di awal dan saat anda mengumumkan pemenang game pada hari itu bagi saya masih wajar. Itu merupakan konsekuensi dari game. Gamesnya pun sudah baik. Jika saya perhatikan siswa sangat antusias mengikuti pelajaran. Mereka pun sudah tidak menggunakan kamus secara diam-diam dan bisa bekerja dalam kelompok dengan semangat. So far so good.
 P : Berarti kekurangannya masih pada pengkondisian kelas ya?
 K : Iya. Mungkin saat meminta mereka berkelompok dapat lebih cepat agar tidak menyita waktu terlalu banyak.
 P : Baik. Terimakasih.

Interview 31**10 Maret 2014**

- P : Gimana tadi game zonknya? Seru nggak?
 S : Seru banget mbak. Kita jadi berlomba jaga poin biar nggak ilang.
 P : Kalau pertanyaan-pertanyaannya gimana? Sulit nggak?
 S : Beberapa ada yang sulit mbak. Tapi karena kompetisi, jadi berusaha jawab. Saling bantu speakernya juga kalo dia nggak tau jawabannya.
 P : Terus bisa nebak kata-kata sulit nggak tadi?
 S : Udah bisa mbak. Yang penting tau konteks ceritanya jadi bisa nebak jalan ceritanya. Ceritanya juga nggak terlalu susah.

Interview 32**10 Maret 2014**

- P : Hai dik, gimana menurut adik tentang guessing game di pertemuan-pertemuan sebelumnya?
 S : bagus si mbak. Jadinya nggak perlu liat kamus lagi. Bisa nebak dari

konteks ceritanya.

- P : gambar-gambarnya membantu adik memahami teks nggak?
 S : Iya mbak. Kalo pake gambar sama tanya jawab kita jadi bisa menerka jalan ceritanya.
 P : tadi waktu ngerjain task yang terakhir gimana?
 S : gampang mbak. Jadi bisa lebih cepat menjawab pertanyaan-pertanyaan.
 P : lebih seru mana, menebak kata sulit dari bacaan ato dibantu game?
 S : pake game mbak. Jadi lebih menantang. Apalagi pake poin-poin

Interview 33

10 Maret 2014

- P : Selamat siang.
 S : Siang mbak.
 P : Mbak mengganggu sebentar ya. Mau mau tanya-tanya masalah pemberlajaran bahasa inggris. Menurut adik bagaimana jalannya pemberlajaran tadi?
 S : Sangat menyenangkan mbak.
 P : Kenapa?
 S : Soalnya ada gamesnya nyari poin gitu.
 P : Ada diskusi juga ya.
 S : Iya. Ada diskusi kelompok juga.
 P : Teknik menebak kata sulitnya gimana?
 S : Nah itu membantu banget mbak.
 P : Itu namanya strategi kompensasi. Artinya ketika adik menemukan kata sulit pada bacaan, adik tidak perlu membuka kamus. Dengan menebak arti kata melalui kalimat disekitar dan konteks bacaan, adik sudah bisa mengartikannya. Apakah strategi tersebut membantu?
 S : Iya membantu.
 P : Berarti so far menyenangkan ya?
 S : Iya menyenangkan mbak.
 P : Terimakasih ya.
 S : Iya mbak.

Interview 34

10 Maret 2014

- P : Permisi, mbak ve boleh tanya-tanya dikit tentang pembelajaran tadi? Bagaimana menurut adik-adik?
 S : Seru mbak. Adik banyak gamesnya. Sering-sering aja mbak.
 P : Nah kalo strategi menebak yang ada di games tadi membantu nggak dalam memahami teks?
 S : Iya mbak. Biasanya kan kalo nggak tau kita buka kamus. Sekarang bisa nebak-nebak gitu. Seru.
 P : Membantu nggak?
 S : Tentu aja mbak. Jadi paham isi teksnya.
 P : Ada saran nggak?
 S : Games aja terus mbak. Biar nggak berasa belajar.

- P : Oke jadi melalui games, teknik menebak jadi lebih seru ya?
 S : Iya mbak.
 P : Kalo diskusi di kelompok gimana?
 S : Gitu juga bagus mbak. Jadi bisa tukar pendapat.
 P : Oke. Terimakasih ya.
 S : Iya mbak.

Interview 35

10 Maret 2014

- P : Halo, permisi mbak Ve boleh tanya-tanya?
 S : Boleh mbak silahkan.
 P : Tadi kan kita udah belajar dengan teknik menebak, nah menurut adik bagaimana teknik tersebut? Apakah membantu adik memahami teks?
 S : Iya mbak. Jadi lebih paham.
 P : Apa lagi yang menyengakan dalam proses pembelajaran tadi?
 S : Gamesnya dan grup diskusi.
 P : Apakah membantu adik dalam pemahaman?
 S : Iya mbak.
 P : Ada saran nggak untuk kedepannya?
 S : Nggak ada sih mbak. Udah bagus.
 P : Oke deh. Makasih ya.
 S : Iya.

Interview 36

10 Maret 2014

- P : Bagaimana pendapat anda pada pertemuan kedua cycle kedua ini? Apakah masih ada kekurangan? Apa lagi yang perlu ditingkatkan dan apa saran anda?
 K : Menurut saya sudah jauh lebih baik dibandingkan pertemuan-pertemuan sebelumnya. Kelompok sudah aktif semua. Tidak memakan waktu terlalu banyak pada perpindahan kelompok. Gamesnya pun semakin terkontrol dan siswa juga sudah bisa mengaplikasikan teknik menebak dengan gambar dan konteks bacaan dengan baik. Terbukti dari skor pada game. Hampir semua kelompok berusaha keras dan hasilnya sangat memuaskan. Mereka pun sudah bisa mengumupulkan tugas individu lebih cepat dari sebelumnya. Sangat baik. Semoga dapat ditingkatkan lagi. Ini sudah merupakan pencapaian yang sangat baik menurut saya.
 P : Terimakasih.

Interview 37

14 Maret 2014

- P : Menurut adik kesulitan apa yang adik hadapi dalam memahami text pada ujian tadi?
 S : Nggak ada mbak
 P : Pembelajaran sebelumnya membantu untuk mengerjakan soal?
 S : Iya mbak membantu.

- P : Bagaimana menurut adik hasil tes yang pertama dan kedua ini?
 S : Lebih mampu yang kedua pake strategi yang mbak ajarin

Interview 38

14 Maret 2014

- P : Maaf ya mbak mengganggu sebentar. Mbak mau nanya tentang tes di Cycle kedua ini. Menurut adik bagaimana dengan soal yang dikerjakan?
 S : Lebih gampang sig soalnya udah diterangin sama mbaknya kan. Terus kosakatanya juga udah dibahas.
 P : Berarti pembelajaran sebelumnya membantu ya?
 S : Sangat membantu mbak.
 P : Kalau dibandingkan dengan tes yang pertama, bagaimana?
 S : Lebih bisa yang tes kedua mbak.

Interview 39

14 Maret 2014

- P : Mbak mengganggu sebentar ya. Mbak mau tanya-tanya tentang pembelajaran kita. Kemarin kan kita belajar teks naratif dengan strategi kompensasi lewat permainan menebak kata sulit dan menebak cerita dari gambar. Nah, apa pendapat adik dengan kegiatan kita kemarin?
 S : Sangat baik mbak. Kita jadi bisa tau ceritanya dari gambar-gambar. Kita juga nggak perlu buka kamus untuk mengartikan kata satu-satu.
 P : Menurut adik bagaimana dengan kelompok diskusi yang dibentuk dan game-gamenya?
 S : Menyenangkan mbak. Kalau nggak tau bisa tanya teman dan guru. Gamenya juga menarik. Jadi nggak bosan.
 P : Jadi guessing gamenya membantu adik memahami teks?
 S : Iya mbak

Interview 40

14 Maret 2014

- P : Selamat siang dik.
 S : Siang mbak.
 P : Mbak mau tanya tes di cycle kedua ini. Menurut adik soalnya bagaimana?
 S : Mudah dimengerti kok mbak.
 P : Kenapa?
 S : Karena kebanyakan sudah pernah dibahas.
 P : Apa pembelajaran sebelumnya membantu adik mengerjakan tes?
 S : Iya. Soalnya pembelajaran sebelumnya kan tentang narrative.
 P : Berarti secara garis besar adik bisa mengerjakan?
 S : Iya mbak
 P : Oke terimakasih ya.

Interview 41

14 Maret 2014

- P : Selamat siang. Maaf mbak ve boleh ganggu sebentar?

- S : Iya mbak. Silahkan.
 P : Mbak mau tanya soal tes yang tadi. Bagaimana menurut adik?
 S : Cukup gampang mbak.
 P : Menurut adik ada kesulitan nggak dalam menyelesaikan tes?
 S : Tidak ada sih mbak.
 P : Pembelajaran sebelumnya membantu nggak?
 S : Iya mbak membantu.
 P : Berarti menurut adik mana yang lebih bisa diselesaikan, tes pertama atau tes kedua?
 S : Yang kedua mbak.
 P : Oke. Terimakasih ya,
 S : Iya.

Interview 42

14 Maret 2014

- P : Bagaimana menurut anda pertemuan ke dua di cycle dua? Apakah ada kekurangan atau tidak? Jika ada apa yang harus ditingkatkan?
 K : Menurut saya ini sudah lebih baik daripada pertemuan-pertemuan sebelumnya. Kelompok sudah aktif bekerjasama. Permainannya pun lebih terarah sehingga siswa dapat mengerti. Siswa pun sudah bisa mempraktekkan strategi kompensasi dengan baik terlihat dari mereka tidak membuka kamus dan mulai berdiskusi saat diberikan tugas. Mereka juga sudah bisa mengerjakan lebih cepat dari sebelumnya. Menurut saya ini sudah baik.
 P : Terimakasih.

Appendix C

Observation Sheets

Meeting I

| No | Pernyataan | Kondisi | | Keterangan |
|-----|--|---------|---|------------|
| | | Y | T | |
| 1. | Guru mengenalkan topik yang berhubungan dengan teks narasi Bahasa Inggris kepada siswa. | √ | | |
| 2. | Guru membagi siswa menjadi beberapa kelompok. | √ | | |
| 3. | Guru menginstruksikan siswa untuk membaca teks narasi Bahasa Inggris yang diberikan. | √ | | |
| 4. | Guru menjelaskan isi teks narasi Bahasa Inggris kepada siswa. | √ | | |
| 5. | Guru menginstruksikan siswa untuk mendiskusikan teks narasi Bahasa Inggris dengan siswa lain. | √ | | |
| 6. | Guru mengajukan pertanyaa kepada siswa tentang isi teks narasi Bahasa Inggris. | √ | | |
| 7. | Siswa membaca untuk memahami teks narasi Bahasa Inggris dengan baik. | √ | | |
| 8. | Siswa mendiskusikan isi teks narasi Bahasa Inggris dengan siswa lain. | √ | | |
| 9. | Siswa bertukar pendapat dengan siswa lain tentang isi dari teks narasi Bahasa Inggris. | √ | | |
| 10. | Siswa mengajukan pertanyaan-pertanyaan tentang materi teks narasi bahasa Inggris kepada guru. | √ | | |
| 11. | Siswa mengajukan pendapat tentang isi teks narasi Bahasa Inggris kepada guru. | √ | | |
| 12. | Siswa dapat menjawab pertanyaa-pertanyaa dari guru tentang isi teks narasi Bahasa Inggris. | √ | | |
| 13. | Siswa dapat menjelaskan isi dari teks narasi Bahasa Inggris kepada siswa lain. | √ | | |
| 14. | Siswa menebak makna kosa kata tertentu dalam teks narasi Bahasa Inggris. | √ | | |
| 15. | Siswa memberikan komentar terhadap pendapat siswa lain tentang isi teks narasi Bahasa Inggris. | √ | | |

Meeting II

| No | Pernyataan | Kondisi | | Keterangan |
|-----|--|---------|---|------------|
| | | Y | T | |
| 1. | Guru melanjutkan mendiskusikan teks pada pertemuan sebelumnya. | √ | | |
| 2. | Guru menginstruksikan siswa untuk berkumpul dengan kelompok masing-masing. | √ | | |
| 3. | Guru menginstruksikan siswa untuk membaca teks narasi Bahasa Inggris yang diberikan. | √ | | |
| 4. | Guru menjelaskan isi teks narasi Bahasa Inggris kepada siswa. | √ | | |
| 5. | Guru menginstruksikan siswa untuk mendiskusikan teks narasi Bahasa Inggris dengan siswa lain. | √ | | |
| 6. | Guru mengajukan pertanyaa kepada siswa tentang isi teks narasi Bahasa Inggris. | √ | | |
| 7. | Siswa membaca untuk memahami teks narasi Bahasa Inggris dengan baik. | √ | | |
| 8. | Siswa mendiskusikan isi teks narasi Bahasa Inggris dengan siswa lain. | √ | | |
| 9. | Siswa bertukar pendapat dengan siswa lain tentang isi dari teks narasi Bahasa Inggris. | √ | | |
| 10. | Siswa mengajukan pertanyaan-pertanyaan tentang materi teks narasi bahasa Inggris kepada guru. | √ | | |
| 11. | Siswa mengajukan pendapat tentang isi teks narasi Bahasa Inggris kepada guru. | √ | | |
| 12. | Siswa dapat menjawab pertanyaa-pertanyaa dari guru tentang isi teks narasi Bahasa Inggris. | √ | | |
| 13. | Siswa dapat menjelaskan isi dari teks narasi Bahasa Inggris kepada siswa lain. | √ | | |
| 14. | Siswa menebak makna kosa kata tertentu dalam teks narasi Bahasa Inggris. | √ | | |
| 15. | Siswa memberikan komentar terhadap pendapat siswa lain tentang isi teks narasi Bahasa Inggris. | √ | | |

Meeting IV

| No | Pernyataan | Kondisi | | Keterangan |
|-----|--|---------|---|------------|
| | | Y | T | |
| 1. | Guru mendiskusikan teks yang digunakan untuk tes pada pertemuan sebelumnya. | √ | | |
| 2. | Guru menginstruksikan siswa untuk berkumpul dengan kelompok masing-masing.. | √ | | |
| 3. | Guru menginstruksikan siswa untuk membaca teks narasi Bahasa Inggris yang diberikan. | √ | | |
| 4. | Guru menjelaskan isi teks narasi Bahasa Inggris kepada siswa. | √ | | |
| 5. | Guru menginstruksikan siswa untuk mendiskusikan teks narasi Bahasa Inggris dengan siswa lain. | √ | | |
| 6. | Guru mengajukan pertanyaan kepada siswa tentang isi teks narasi Bahasa Inggris. | √ | | |
| 7. | Siswa membaca untuk memahami teks narasi Bahasa Inggris dengan baik. | √ | | |
| 8. | Siswa mendiskusikan isi teks narasi Bahasa Inggris dengan siswa lain. | √ | | |
| 9. | Siswa bertukar pendapat dengan siswa lain tentang isi dari teks narasi Bahasa Inggris. | √ | | |
| 10. | Siswa mengajukan pertanyaan-pertanyaan tentang materi teks narasi bahasa Inggris kepada guru. | √ | | |
| 11. | Siswa mengajukan pendapat tentang isi teks narasi Bahasa Inggris kepada guru. | √ | | |
| 12. | Siswa dapat menjawab pertanyaan-pertanyaan dari guru tentang isi teks narasi Bahasa Inggris. | √ | | |
| 13. | Siswa dapat menjelaskan isi dari teks narasi Bahasa Inggris kepada siswa lain. | √ | | |
| 14. | Siswa menebak makna kosa kata tertentu dalam teks narasi Bahasa Inggris. | √ | | |
| 15. | Siswa memberikan komentar terhadap pendapat siswa lain tentang isi teks narasi Bahasa Inggris. | √ | | |

Meeting V

| No | Pernyataan | Kondisi | | Keterangan |
|-----|--|---------|---|------------|
| | | Y | T | |
| 1. | Guru melanjutkan mendiskusikan teks pertemuan selanjutnya. | √ | | |
| 2. | Guru menginstruksikan siswa untuk berkumpul dengan kelompok masing-masing. | √ | | |
| 3. | Guru menginstruksikan siswa untuk membaca teks narasi Bahasa Inggris yang diberikan. | √ | | |
| 4. | Guru menjelaskan isi teks narasi Bahasa Inggris kepada siswa. | √ | | |
| 5. | Guru menginstruksikan siswa untuk mendiskusikan teks narasi Bahasa Inggris dengan siswa lain. | √ | | |
| 6. | Guru mengajukan pertanyaan kepada siswa tentang isi teks narasi Bahasa Inggris. | √ | | |
| 7. | Siswa membaca untuk memahami teks narasi Bahasa Inggris dengan baik. | √ | | |
| 8. | Siswa mendiskusikan isi teks narasi Bahasa Inggris dengan siswa lain. | √ | | |
| 9. | Siswa bertukar pendapat dengan siswa lain tentang isi dari teks narasi Bahasa Inggris. | √ | | |
| 10. | Siswa mengajukan pertanyaan-pertanyaan tentang materi teks narasi bahasa Inggris kepada guru. | √ | | |
| 11. | Siswa mengajukan pendapat tentang isi teks narasi Bahasa Inggris kepada guru. | √ | | |
| 12. | Siswa dapat menjawab pertanyaan-pertanyaan dari guru tentang isi teks narasi Bahasa Inggris. | √ | | |
| 13. | Siswa dapat menjelaskan isi dari teks narasi Bahasa Inggris kepada siswa lain. | √ | | |
| 14. | Siswa menebak makna kosa kata tertentu dalam teks narasi Bahasa Inggris. | √ | | |
| 15. | Siswa memberikan komentar terhadap pendapat siswa lain tentang isi teks narasi Bahasa Inggris. | √ | | |

Appendix D

Lesson Plans & Course Grid

RENCANA PELAKSANAAN PEMBELAJARAN (RPP 1)
SMP NEGERI 16 YOGYAKARTA

Kelas / Semester : VIII (delapan) / 2 (dua)

Tahun Pelajaran : 2013 / 2014

Program Layanan : Reguler / SSN

Mata Pelajaran : Bahasa Inggris

Jenis Text : Narrative text

Aspek / skill : Reading

Jumlah Pertemuan : 2

A. Standar Kompetensi :

11 Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi Dasar :

11.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar

Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*

C. Indikator :

1. Menemukan topik teks narrative berbentuk cerita dengan teliti.
2. Menemukan informasi rinci teks narrative berbentuk cerita dengan rasa ingin tahu.
3. Memaknai kata-kata sulit dalam teks dengan bantuan gambar dan informasi sekitarnya.
4. Menemukan nilai-nilai moral yang terkandung dalam teks narrative berbentuk cerita.

5. Karakter (Pendikar) yang diharapkan :Religius, teliti, rasa ingin tahu, dan gemar membaca.

D. Tujuan Pembelajaran :

Pada akhir pembelajaran siswa dapat :

1. Menemukan topik teks narrative berbentuk cerita dengan rasa ingin tahu.
2. Menemukan informasi rinci teks narrative berbentuk cerita dengan teliti.
3. Memaknai kata-kata sulit dalam teks dengan bantuan gambar dan informasi sekitarnya.
4. Menemukan nilai-nilai moral pada teks narrative berbentuk cerita yang diberikan.

E. Materi Pembelajaran : Narrative text

F. Alokasi waktu : 4 x 40 menit

G. Metode Pembelajaran / Teknik : PPP

H. Langkah – langkah kegiatan :

1. Kegiatan Pendahuluan / Apersepsi

- Berdoa (religious)
- Presensi (peduli sosial)
- Salam

2. Kegiatan Inti

- a. Eksplorasi

- Guru menunjukkan gambar dan teks narrative berjudul ‘Malin Kundang’.
- Siswa membaca teks dengan seksama.
- Guru memberikan penjelasan tentang teks narrative (*generic structure* dan *purpose*)

Presentation**Modeling of the text****Text 1**

Read the text and answer the questions.

Malin Kundang

Long time ago, in a small village near the beach in West Sumatera, lived a woman and her son, Malin Kundang. Malin Kundang's father had passed away when he was a baby, and he had to live hard with his mother. Malin Kundang was a healthy, diligent, and strong child. He usually went to the sea to catch fish, and brought it to his mother, or sold it in the town.

One day, when Malin Kundang was sailing as usual, he saw a merchant's ship which was being raided by a small band of pirates. With his brave and power, Malin Kundang defeated the pirates. The merchant was so happy and asked Malin Kundang to sail with him. Malin Kundang agreed.

Many years later, Malin Kundang became a wealthy merchant, with a huge ship, loads of trading goods, many ship crews, and a beautiful wife. In his journey, his ship landed on a beach. The villagers recognized him, and the news ran fast in the town: Malin Kundang became a rich man and now he is here. His mother, in deepful sadness after years of loneliness, ran to the beach to meet her beloved son again.

When the mother came, Malin Kundang, in front of his well-dressed wife, his crews and his own gloriness, denied to meet that old, poor and dirty woman. For three times she begged Malin Kundang and for three times yelled at him. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly peasant!" Then he ordered his crews to set sail.

Enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malin Kundang just laughed and set sail. In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship, fell on a small island, and suddenly turned into stone.

(Taken from www.st.rim.or.jp)

1. What is the text about?
2. Who are the characters of the text?
3. What happened to Malin many years later?

4. What is the meaning of the word 'defeated' according to the text?
(paragraph 2)

5. What can we learn from the story?

b. Elaborasi

- Guru membagi kelas menjadi 7 kelompok.
- Guru membagi teks '*Fairy Roses*' pada semua kelompok dalam bentuk potongan-potongan paragraf.
- Siswa menyusun potongan paragraph tersebut menjadi satu cerita utuh.
- Siswa mencari kata-kata sulit dalam teks dan menuliskannya di papan tulis.
- Setiap kelompok berlomba menebak arti dari kata-kata sulit tersebut untuk mendapatkan poin kelompok.
- Siswa mengerjakan *task* dengan bantuan guru secukupnya (dengan rasa ingin tahu)

Practice

Joint Construction of the text

Text 2

Work in group. Read the text and answer the questions.

Fairy Roses

Once, there lived beautiful roses in the forest. It grew well until became a bed of roses. A good young lady took flowers home and placed them in a wonderful vase. This young lady set it on the table in her room. Every day she watched the roses and watered them. The roses grew daily brighter in color and larger in size, and they gave out fragrant perfume like other roses.

One cold night, the young lady was awakened by the sounds of singing and of children laughing. She looked at the vase of the roses. Yes, it seemed that the sound came from the flowers on the table! The young lady looked closely to the roses and she saw a little fairy mother with a little child standing on each rose. The fairy mother was singing, while the children was dancing and laughing. They were playing together on the roses.

The young lady walked back to her bed and from that time on, she never did not pick the roses, nor did she allow other people to touch the flower. So, every night, the little fairy mother played with her children in the flowers cup. And the young lady kept her secret about the flowers to all people.

The day came when the young lady died and the house was owned by her neighbors. The vase was replaced by another smaller one. They didn't know about the fairies and lilies were put in the vase instead of the roses. And amazingly, on the young lady's grave grew a bed of beautiful roses.

Taken from: Fantastic Stories from the Dreamland; Comprehensive Reading for Young Learners)

1. What is the text about?
2. Who are the characters of the story?
3. What happened to the young lady's grave?
4. What is the meaning of the word 'fragrant' according to the text?
(paragraph 1)
5. What can we learn from the story?

Production

Individual construction of the text

Text 3

Read the text and answer the questions individually.

A Plan to Kill the Snake

Once upon a time, there lived a bird family in a heavy forest. They built a nest of dry leaves and bushes. They were happy living there. One day, a black snake crawled onto the tree and found the bird's nests. The snake then ate all the bird chicks. The bird" parents couldn't do anything.

"We must find a way to kill the snake." said the bird husband angrily.

"How can we?" asked the bird wife.

"I'll take the necklace and clothes of the king and the queen when they are taking a bath in the river. I'll put it in the snake's hole." said the bird husband.

On the next day, came a change for the king and queen to take a bath in the river. The bird husband flew off the river and stole their necklaces and clothes. Of course, the king's servants saw this. They ran following the bird. They were afraid because the king would give punishment if they failed to keep the king's stuff.

The bird husband dropped the necklaces and clothes in the snake's whole. The king's servants dug up the hole and found the black snake. They then killed the snake and took the king's stuff.

(Taken from: Fantastic Stories from the Dreamland; Comprehensive Reading for Young Learners)

1. What is the text about?
2. Who are the characters of the story?
3. What happened to the bird chicks?
4. What is the meaning of the word 'stuff' according to the text?
(paragraph 3)
5. What can we learn from the text?

I. Pedoman Penilaian

- 1) Tiap nomor benar skor maksimum 4
- 2) Skor maksimal $4 \times 5 = 20$
- 3) Nilai siswa : $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$

Skor maksimal

| Uraian | Skor |
|---|------|
| 1. Isi, tatabahasa, ejaan benar | 4 |
| 2. Isi, tatabahasabenar, ejaankurangtepat. | 3 |
| 3. Isi, benar, tatabahasadanejaankurangtepat. | 2 |
| 4. Isi, tatabahasadanejaankurangtepat. | 1 |
| 5. Tidakmenjawab | 0 |

c. Konfirmasi

- Guru dan siswa membuat kesimpulan.

3. Kegiatan Penutup

- Guru menanyakan kesulitan siswa selama pembelajaran

J. Penilaian

- Teknik : Tes tertulis
- Bentuk Instrument : Uraian

K. Format Pengamatan Pendikar

| No Absen | Nama Siswa | Skor Pendikar | | | | | | | | | | | | | | | | Jumlah |
|-------------|---------------|---------------|---|---|---|--------|---|---|---|--------------------|---|---|---|------------------|---|---|---|--------|
| | | Religius | | | | Teliti | | | | Rasa ingin tahu | | | | Gemar membaca | | | | |
| | | 4 | 3 | 2 | 1 | 4 | 3 | 2 | 1 | 4 | 3 | 2 | 1 | 4 | 3 | 2 | 1 | |
| | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | |

Ket : Skor 4 = amat baik
 Skor 3 = baik
 Skor 2 = cukup
 Skor 1 = kurang

Nilai A = Jumlah Skor 13 – 16

Nilai B = Jumlah Skor 9 – 12

Nilai C = Jumlah Skor 5 – 8

Nilai D = Jumlah Skor 0 – 4

L. Sumber Belajar

- Rini, Ayu. 2011. Fantastic Stories from Dreamland: Comprehensive Reading for Young Learners. Jakarta: Pustaka Mina.
- Http: (www.st.rim.or.jp)

M. Tindak Lanjut

1. KKM = 75
2. Program remedial bagi siswa yang belum memenuhi KKM
3. Program pengayaan bagi siswa yang melampaui KKM

Yogyakarta, Februari 2014

Mengetahui

Guru Mata Pelajaran

Peneliti

Siti Arina Budiastuti, M.Pd.B.I
NIP : 19660929 199903 2 004

Verseveranda Lousia Kaunang
NIM : 09202241083

RENCANA PELAKSANAAN PEMBELAJARAN (RPP 2)
SMP NEGERI 16 YOGYAKARTA

Kelas / Semester : VIII (delapan) / 2 (dua)

Tahun Pelajaran : 2013 / 2014

Program Layanan : Reguler / SSN

Mata Pelajaran : Bahasa Inggris

Jenis Text : Narrative text

Aspek / skill : Reading

Jumlah Pertemuan : 2

A. Standar Kompetensi :

11 Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi Dasar :

11.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar

Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*

C. Indikator :

1. Menemukan topik teks narrative berbentuk cerita dengan teliti.
2. Menemukan informasi rinci teks narrative berbentuk cerita dengan rasa ingin tahu.
3. Memaknai kata-kata sulit dalam teks dengan bantuan gambar dan informasi sekitarnya.
4. Menemukan nilai-nilai moral yang terkandung dalam teks narrative berbentuk cerita.

5. Karakter (Pendikar) yang diharapkan :Religius, teliti, rasa ingin tahu, dan gemar membaca.

D. Tujuan Pembelajaran :

Pada akhir pembelajaran siswa dapat :

1. Menemukan topik teks *narrative* berbentuk cerita dengan rasa ingin tahu.
2. Menemukan informasi rinci teks *narrative* berbentuk cerita dengan teliti.
3. Memaknai kata-kata sulit dalam teks dengan bantuan gambar dan informasi sekitarnya.
4. Menemukan nilai-nilai moral pada teks *narrative* berbentuk cerita yang diberikan.

E. Materi Pembelajaran : Narrative text

F. Alokasi waktu : 4 x 40 menit

G. Metode Pembelajaran / Teknik : PPP

H. Langkah – langkah kegiatan :

1. Kegiatan Pendahuluan / Apersepsi

- Berdoa (religious)
- Presensi (peduli sosial)
- Salam

2. Kegiatan Inti

- d. Eksplorasi

- Guru menunjukkan gambar dan teks *narrative* berjudul ‘*The Live of Four Fairies*’.
- Siswa membaca teks dengan seksama dalam kelompok.
- Guru menunjukkan kartu-kartu bertuliskan kata-kata sulit dalam teks.
- Setiap kelompok mengirimkan satu perwakilan kelompok untuk menebak arti kata sulit tersebut.
- Perwakilan yang mampu menebak arti kata sulit dengan benar mendapatkan poin kelompok.

- Siswa menjawab pertanyaan dalam bacaan.

Presentation

Modeling of the text

Text 1

Read the text and answer the questions.

The Lives of Four Fairies

Once, four fairies went over all over Connia Island to practice their magic. They wanted to show their ability to each other. So they gathered themselves in a forest of the island. In the forest, they found a bone. Because of their power, they knew it was a lion's bone. "Look, friends, I can turn the bone into skeleton," said the first fairy.

"Okay, let's see your power." The other fairy replied.

The first fairy then used her power to change the bone. Amazingly, the bone turned into a skeleton of a lion!

"Well, said the second fairy, "I can give it skin, flesh and blood. Look at me." So she did. There stood a life-like lion in front of them. The third fairy grinned and said, "Do you know what I can do towards it? I can make it alive!"

"Wait!" The fourth fairy interrupted, "Give me some second time to climb that tree before you make it alive." She ran fast to find a tall tree and climbed it.

"Alright, now look at my power." The third fairy used her power to make the lion alive. As soon as it came to life, the lion roared and jumped to the three fairies. And it ate them for it was very hungry. The fourth fairy saw it on the tree sadly.

(Taken from: Fantastic Stories from the Dreamland; Comprehensive Reading for Young Learners)

1. What is the text about?
2. Who are the characters of the text?
3. What can the first fairy do?
4. What is the meaning of the word 'skeleton' according to the text?
(paragraph 2)
5. What can we learn from the story?

e. Elaborasi

- Guru membagi kelas menjadi 7 kelompok.
- Guru membagi teks ‘The Curse of Red Shoes’ pada semua kelompok.
- Siswa membaca teks dengan seksama dalam waktu 10 menit.
- Setiap kelompok mencari 2 kata sulit dalam bacaan dan menuliskan di papan tulis.
- Semua kelompok berlomba menebak semua kata sulit yang dituliskan di papan tulis. 1 kata sulit bernilai 50 poin.

Practice**Joint Construction of the text****Text 2**

Work in pairs. Read the text and answer the questions.

The Curse of Red Shoes

Once upon a time, there was a little girl who lived with her grandmother. They were very poor. They hardly fulfilled their needs of food. Even, in summer and winter the little girl was to go barefooted. The little girl was named Laila.

One day, the queen and her little daughter, they were travelling the country. All people welcomed their coming by yelling hurrah! Hurrah! Laila was among the people. She was amazed by the appearance of Princess Anna. Her eyes were locked on Princess Anna's shoes.

“I wish I have those red shoes.” Laila whispered herself.

Then, as the time the Queen and Princess Anna took a rest in an inn, Laila disguised herself as a shoe polisher.

“Princess Anna, would you like me to polish your shoes?” asked Laila. As princess Ana gave her shoes to be polished, Laila suddenly grabbed it and ran away very fast bringing the Princess' red shoes. Princess Anna cried aloud and she cursed the thief.

“You had stolen my favorite shoes! One day you will cry and die because of those red shoes. I promise it will happen!” Princess Anna cried.

Laila was so happy having the red shoes. She put them on and began to dance along the road. Everybody looked at Laila who was dancing cheerfully with her red shoes. Suddenly the wind blew wildly and thunderbolt and lightening came striking the dark sky. Then, Laila realized that she couldn't stop dancing!

Now, it was almost three days Laila danced continuously with the red shoes. Everybody couldn't help her to stop dancing. Laila was very tired and weak.

"Please... somebody. Put these red shoes off from my feet!" she cried.

Then, a wood cutter cut off her feet with the red shoes by an axe. Shortly, after that, Laila was died because she had lost much blood.

(Taken from: Fantastic Stories from the Dreamland; Comprehensive Reading for Young Learners)

1. What is the text about?
2. Who are the characters of the story?
3. What did Princess Anna do to the thief?
4. What is the meaning of the word 'grabbed' according to the text?
(paragraph 4)
5. What can we learn from the story?

Production

Individual construction of the text

Text 3

Read the text and answer the questions.

A Dragon and A Bird

There lived a powerful dragon in deep of a forest that liked to hunt for huge beast. When he finished eating the beast, he would fly to the sky and spurted fire from his mouth. One day, when he chewed the flesh of an elephant, unluckily a bone stuck in his throat.

"Aw!" the dragon cried as he felt pain in his throat. He struggled hard to take the bone out from his throat, but he failed. The dragon cried for help. A small bird was flying over the dragon and she felt compassion for him.

"What can I do for you, Dragon?" asked the bird.

“There’s a bone stuck in my throat, and I can’t take it out. “The dragon answered.

“Don’t worry, Dragon. I’ll take the bone out from your throat.” The bird said.

“Okay.” Then, the dragon opened his mouth wide. The bird entered the dragon’s wide open mouth. She took the bone and threw it to the outside.

As the bird entered the dragon’s mouth for the second chance to make sure that there was no other bone left, immediately the dragon swallowed the bird, “You foolish bird!” The dragon whispered.

(Taken from: Fantastic Stories from the Dreamland; Comprehensive Reading for Young Learners)

1. What is the text about?
2. Who are the characters of the story?
3. What happened to the dragon’s throat?
4. What is the meaning of the word ‘flesh’ according to the text?
(paragraph 1)
5. What can we learn from the text?

I. Pedoman Penilaian

- 1) Tiap nomor benar skor maksimum 4
- 2) Skor maksimal $4 \times 5 = 20$
- 3) Nilai siswa : $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$

| Uraian | Skor |
|--|------|
| 1. Isi, tatabahasa, ejaan benar | 4 |
| 2. Isi, tata bahasa benar, ejaan kurang tepat. | 3 |
| 3. Isi, benar, tata bahasa dan ejaan kurang tepat. | 2 |
| 4. Isi, tata bahasa dan ejaan kurang tepat. | 1 |
| 5. Tidak menjawab | 0 |

f. Konfirmasi

- Guru dan siswa membuat kesimpulan
- Guru membimbing siswa untuk menulis refleksi pelajaran kedalam catatan siswa.

3. Kegiatan Penutup

- Guru menanyakan kesulitan siswa selama pembelajaran

J. Penilaian

- a. Teknik : Tes tertulis
- b. Bentuk Instrument : Uraian

K. Format Pengamatan Pendikar

| No Absen | Nama Siswa | Skor Pendikar | | | | | | | | | | | | | | | | Jumlah |
|-------------|---------------|---------------|---|---|---|--------|---|---|---|--------------------|---|---|---|------------------|---|---|---|--------|
| | | Religius | | | | Teliti | | | | Rasa ingin tahu | | | | Gemar membaca | | | | |
| | | 4 | 3 | 2 | 1 | 4 | 3 | 2 | 1 | 4 | 3 | 2 | 1 | 4 | 3 | 2 | 1 | |
| | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | |

Ket : Skor 4 = amat baik
 Skor 3 = baik
 Skor 2 = cukup
 Skor 1 = kurang

Nilai A = Jumlah Skor 13 – 16

Nilai B = Jumlah Skor 9 – 12

Nilai C = Jumlah Skor 5 – 8

Nilai D = Jumlah Skor 0 – 4

L. Sumber Belajar

- Rini, Ayu. 2011. Fantastic Stories from Dreamland: Comprehensive Reading for Young Learners. Jakarta: Pustaka Mina.

M. Tindak Lanjut

1. KKM = 75
2. Program remedial bagi siswa yang belum memenuhi KKM
3. Program pengayaan bagi siswa yang melampaui KKM

Yogyakarta, Maret 2014

Mengetahui

Guru Mata Pelajaran

Peneliti

Siti Arina Budiastuti, M.Pd.B.I
NIP : 19660929 199903 2 004

Verseveranda Lousia Kaunang
NIM : 09202241083

RENCANA PELAKSANAAN PEMBELAJARAN (RPP 3)
SMP NEGERI 16 YOGYAKARTA

Kelas / Semester : VIII (delapan) / 2 (dua)

Tahun Pelajaran : 2013 / 2014

Program Layanan : Reguler / SSN

Mata Pelajaran : Bahasa Inggris

Jenis Text : Narrative text

Aspek / skill : Reading

Jumlah Pertemuan : 2

A. Standar Kompetensi :

11 Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi Dasar :

11.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar

Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*

C. Indikator :

1. Menemukan topik teks narrative berbentuk cerita dengan teliti.
2. Menemukan informasi rinci teks narrative berbentuk cerita dengan rasa ingin tahu.
3. Memaknai kata-kata sulit dalam teks dengan bantuan gambar dan informasi sekitarnya.
4. Menemukan nilai-nilai moral yang terkandung dalam teks narrative berbentuk cerita.

5. Karakter (Pendikar) yang diharapkan :Religius, teliti, rasa ingin tahu, dan gemar membaca.

D. Tujuan Pembelajaran :

Pada akhir pembelajaran siswa dapat :

1. Menemukan topik teks *narrative* berbentuk cerita dengan rasa ingin tahu.
2. Menemukan informasi rinci teks *narrative* berbentuk cerita dengan teliti.
3. Memaknai kata-kata sulit dalam teks dengan bantuan gambar dan informasi sekitarnya.
4. Menemukan nilai-nilai moral pada teks *narrative* berbentuk cerita yang diberikan.

E. Materi Pembelajaran : narrative text

F. Alokasi waktu : 4 x 40 menit

G. Metode Pembelajaran / Teknik : PPP

H. Langkah – langkah kegiatan :

1. Kegiatan Pendahuluan / Apersepsi

- Berdoa (religious)
- Presensi (peduli sosial)
- Salam

2. Kegiatan Inti

- a. Eksplorasi

- Guru menunjukkan gambar dan teks *narrative* berjudul 'The Wicked King'.
- Siswa membaca teks dengan seksama selama 10 menit.
- Guru memberikan beberapa pertanyaan terkait bacaan, masing-masing kelompok berlomba menjawab dengan cepat dan benar.
- Setiap kelompok yang tercepat menjawab dengan benar mendapat kesempatan untuk memilih angka 1-12 yang berisi poin dan *zonk*

- Jika kelompok memilih angka yang berisi poin maka poin tersebut ditambahkan pada poin kelompok, namun jika kelompok memilih angka yang berisi *zonk* maka semua poin kelompok pada permainan tersebut hangus.

Presentation

Modeling of the text

Text 1

Read the text and find the generic structure.

The Wicked King

Once upon a time, there lived a wicked king who always wanted to conquer other kingdoms all over the world. For his wealth, he destroyed many countries, castles and people with war. He liked to see his gold and thought that he was the only one king who had great power that no one could kill him.

Now, he had a very big and beautiful palace. He also built many other great buildings. But the king still wanted more and much more than this.

“King, you are mighty indeed, but you can’t conquer the God!” said a farmer one day when the king travelled his country.

“How dare you to say like that to me?!” the king answered angrily.

“Yes. The god’s power is much greater than yours!”

“Well, then I will conquer the God, too.”

The king then prepared all he needed to conquer the God. He asked his soldiers to make a big ship that could sail through the air. He ordered many guns and weapons to get ready for war with the God.

“I will conquer the God! I swear it! My will must be done!”

It’s already ten years he sailed through the water with his wonderful ship. He had left the earth below, higher and higher.

Then the God sent one angel of his angels against the king. The angel dragged the clouds and winds to stop the ship, but the wicked king did not give up. He threw the rocks and shot the angle with bullet. The angel disappeared. The king with his warrior and soldier sailed approaching the moon. He wanted to find the God’s gate. But the God sent a swarm of bees. The buzzed round the king and stung his body.

“Quickly! Help me to cover my body with blanket!” the king cried. The servant wrapped the king’s body with blanket, but a bee had placed itself inside the blanket and stung the king.

“Aw!” the king was bleeding. He ran far away with pain and tore off the blanket and his clothes, too. His soldiers now mocked at him.

“Hahaha... You wished to make war with the God, but were defeated by a bee!” They laughed at the wicked king.

(Taken from: Fantastic Stories from the Dreamland; Comprehensive Reading for Young Learners)

b. Elaborasi

- Guru potongan-potongan teks pada setiap kelompok
- Siswa menyusun potongan-potongan teks tersebut menjadi satu cerita utuh.
- Perwakilan kelompok menempelkan 1 potongan teks di papan tulis secara acak.
- Guru dan siswa memainkan ‘Simon says game’, jika guru berkata ‘Simon says paragraph 1’, perwakilan kelompok harus mencari paragraph 1 di papan tulis. Setiap jawaban benar mendapat poin.
- Siswa mengerjakan task dengan bantuan guru secukupnya (dengan rasa ingin tahu)

Practice

Joint Construction of the text

Text 2

Work in pairs. Read the text and answer the questions based on the text above.

1. What is the text about?
2. Who are the characters of the text?
3. What did the king do to the angel?
4. What is the meaning of the word ‘conquer’ according to the text?
(paragraph 3)
5. What can we learn from the story?

Production

Individual construction of the text

Text 2

Read the text and answer the questions.

The Naughty Boy and The Witch

Once upon a time, there was a little boy who was very naughty. He never obeyed when his parents spoke to him.

“Mother, father, do you know the old witch?” the little boy said to his parents. “Yes, why are you asking me?” his mother said.

“I have heard so much about the old witch, because she is a wicked old woman who performs many bad deeds! And if you near her, you are no longer a child of ours!”

The boy then ran fast out the house. He went to the witch’s house. In the witch’s house, he was asked by the witch: “what happens to you? Why are you so pale?”

“I saw a black creature in front of your house.” The boy answered.

“Ah, that was my cat.”

“Then, I saw a grey man on your steps.”

“That was my shadow.”

“And I saw a bloody man.”

“Hahahaha.... that was my butcher.” Answered the old witch.

“Your house is so scary. I saw a creature with a fiery head.”

I have waited a naughty boy like you for a long time. You entered my house without permission that made my house so dim. Now, you shall give me the light.” The witch said.

Directly, the old witch changed the little boy into a log of wood. The old witch then threw the wood on the fire.

(Taken from: Fantastic Stories from the Dreamland; Comprehensive Reading for Young Learners)

1. What is the text about?
2. Who are the characters of the story?
3. What did the little boy see in front of the witch’s house?
4. What is the meaning of the word ‘obeyed’ according to the text?
(paragraph 1)
5. What can we learn from the text?

Ket : Skor 4 = amat baik
 Skor 3 = baik
 Skor 2 = cukup
 Skor 1 = kurang

Nilai A = Jumlah Skor 13 – 16

Nilai B = Jumlah Skor 9 – 12

Nilai C = Jumlah Skor 5 – 8

Nilai D = Jumlah Skor 0 – 4

L. Sumber Belajar

- Rini, Ayu. 2011. Fantastic Stories from Dreamland: Comprehensive Reading for Young Learners. Jakarta: Pustaka Mina.

M. Tindak Lanjut

1. KKM = 75
2. Program remedial bagi siswa yang belum memenuhi KKM
3. Program pengayaan bagi siswa yang melampaui KKM

Yogyakarta, Maret 2014

Mengetahui

Guru Mata Pelajaran

Peneliti

Siti Arina Budiastuti, M.Pd.B.I
 NIP : 19660929 199903 2 004

Verseveranda Lousia Kaunang
 NIM : 09202241083

COURSE GRID OF TEACHING READING THROUGH THE IMPLEMENTATION OF COMPENSATION STRATEGIES

Cycle 1 Meeting 1&2

| Standard Competency | Basic Competency | Learning Materials | Learning Activities | Indicators | Tasks | Assessments | Sources | Meeting/ Time |
|---|---|---|---|--|--|------------------|---|---------------|
| 11 Students understand the meaning of functional written texts and short essays in the form of recount and narrative texts related to the social environment. | 11.3 Students are able to respond to the meaning and rethoric steps found in short functional written texts formed narrative. | The narrative texts : - Malin Kundang - The Fairy Roses - A Plan to Kill the Snake | BKOF : - Introducing the topic by showing pictures. MOT : - Explaining the meaterials JCOT : - Identifying the difficult words through discussion and games practices - Indentifying the topic, characters, and moral values through discussion. ICOT : - Doing individual task | - Identifying the topic of narrative. - Identifying the detail information of narrative texts - Identifying the moral values | Group task - Finding the meaning of difficult words based on context - The detail information of the text (characters, main problem, topic) - The moral values of the story | Group assessment | <ul style="list-style-type: none"> Rini, Ayu. 2011. Fantastic Stories from Dreamland: Comprehensive Reading for Young Learners. Jakarta: Pustaka Mina. Http: (www.st.rim.or.jp) | 2/4x40' |

Cycle 2 Meeting 1

| Standard Competency | Basic Competency | Learning Materials | Learning Activities | Indicators | Tasks | Assessments | Sources | Meeting/ Time |
|---|---|---|---|--|--|------------------|---|---------------|
| 11 Students understand the meaning of functional written texts and short essays in the form of recount and narrative texts related to the social environment. | 11.3 Students are able to respond to the meaning and rethoric steps found in short functional written texts formed narrative. | The narrative texts : - The Lives of Four Fairies - The Curse of Red Shoes - A Dragon and A Bird | BKOF : - Introducing the topic by showing pictures. MOT : - Explaining the materials JCOT : - Identifying the difficult words through discussion and games practices - Identifying the topic, characters, and moral values through discussion. ICOT : - Doing individual task | - Identifying the topic of narrative. - Identifying the detail information of narrative texts - Identifying the moral values | Group task - Finding the meaning of difficult words based on context - The detail information of the text (characters, main problem, topic) - The moral values of the story | Group assessment | • Rini, Ayu. 2011. Fantastic Stories from Dreamland: Comprehensive Reading for Young Learners. Jakarta: Pustaka Mina. | 1/2x40' |

Cycle II Meeting 2

| Standard Competency | Basic Competency | Learning Materials | Learning Activities | Indicators | Tasks | Assessments | Sources | Meeting/ Time |
|---|---|--|---|--|--|------------------|---|---------------|
| 11 Students understand the meaning of functional written texts and short essays in the form of recount and narrative texts related to the social environment. | 11.3 Students are able to respond to the meaning and rethoric steps found in short functional written texts formed narrative. | The narrative texts : - A Dragon and A Bird - A Wicked King - The Naughty Boy and The Witch | BKOF : - Introducing the topic by showing pictures. MOT : - Explaining the materials JCOT : - Identifying the difficult words through discussion and games practices - Identifying the topic, characters, and moral values through discussion. ICOT : - Doing individual task | - Identifying the topic of narrative. - Identifying the detail information of narrative texts - Identifying the moral values | Group task - Finding the meaning of difficult words based on context - The detail information of the text (characters, main problem, topic) - The moral values of the story | Group assessment | • Rini, Ayu. 2011. Fantastic Stories from Dreamland: Comprehensive Reading for Young Learners. Jakarta: Pustaka Mina. | 1/2x40' |

Appendix E

Reading Tasks (Cycle I & II)

READING TASK CYCLE I

Name : _____

Date : _____

Read the texts and answer the questions individually**Text 1****A Plan to Kill the Snake**

Once upon a time, there lived a bird family in a heavy forest. They built a nest of dry leaves and bushes. They were happy living there. One day, a black snake crawled onto the tree and found the bird's nests. The snake then ate all the bird chicks. The bird" parents couldn't do anything.

"We must find a way to kill the snake." said the bird husband angrily.

"How can we?" asked the bird wife.

"I'll take the necklace and clothes of the king and the queen when they ate taking a bath in the river. I'll put it in the snake's hole." said the bird husband.

On the next day, came a change for the king and queen to take a bath in the river. The bird husband flew off the river and stole their necklaces and clothes. Of course, the king's servants saw this. They ran following the bird. They were afraid because the king would give punishment if they failed to keep the king's stuff.

The bird husband dropped the necklaces and clothes in the snake's whole. The king's servants dug up the hole and found the black snake. They then killed the snake and took the king's stuff.

(Taken from: Fantastic Stories from the Dreamland; Comprehensive Reading for Young Learners)

Complete the following sentences with the words in the box.

1. A bird family lived in a heavy.....
2. The.....ate all the bird chicks.
3. The king and the queen took a bath in a.....
4. The king's stuff were.....on the snake's hole.
5. The king servants finally.....the snake.

river

forest

killed

snake

dropped

Text 2**Fairy Roses**

Once, there lived beautiful roses in the forest. It grew well until became a bed of roses. A good young lady took flowers home and placed them in a wonderful vase. This young lady set it on the table in her room. Everyday she watched the roses and watered them. The roses grew daily brighter in colour and larger in size, and they gave out fragrant perfume like other roses.

One cold night, the young lady was awakened by the sounds of singing and of children laughing. She looked at the vase of the roses. Yes, it seemed that the sound came from the flowers on the table! The young lady looked closely to the roses and she saw a little fairy mother with a little child standing on each rose. The fairy mother was singing, while the children were dancing and laughing. They were playing together on the roses.

The young lady walked back to her bed and from that time on, she never did not pick the roses, nor did she allow other people to touch the flower. So, every night, the little fairy mother played with her children in the flower's cup. And the young lady kept her secret about the flowers to all people.

The day came when the young lady died and the house was owned by her neighbors. The vase was replaced by another smaller one. They didn't know about the fairies and lilies were put in the vase instead of the roses. And amazingly, on the young lady's grave grew a bed of beautiful roses.

Taken from: Fantastic Stories from the Dreamland; Comprehensive Reading for Young Learners)

Put a tick (✓) for the statements which are correct and stated in the story.

| Statements | ✓ |
|---|---|
| 1. The roses were from the forest. | |
| 2. The young lady took care roses every week. | |
| 3. The roses produced fragrant perfume. | |
| 4. There were fairies on the flowers. | |
| 5. The fairy mother was cooking, while the children were dancing. | |
| 6. The young lady didn't tell anyone else about the fairy roses. | |
| 7. A lily grown up on the young lady's grave. | |
| 8. Lilies were planted instead of roses. | |

Text 3**The Lives of Four Fairies**

Once, four fairies went over all over Connia Island to practice their magic. They wanted to show their ability to each other. So they gathered themselves in a forest of the island. In the forest, they found a bone. Because of their power, they knew it was a lion's bone. "Look, friends, I can turn the bone into skeleton," said the first fairy.

"Okay, let's see your power." The other fairy replied.

The first fairy then used her power to change the bone. Amazingly, the bone turned into a skeleton of a lion!

"Well, said the second fairy, "I can give it skin, flesh and blood. Look at me." So she did. There stood a life-like lion in front of them. The third fairy grinned and said, "Do you know what I can do towards it? I can make it alive!"

"Wait!" The fourth fairy interrupted, "Give me some second time to climb that tree before you make it alive." She ran fast to find a tall tree and climbed it.

"Alright, now look at my power." The third fairy used her power to make the lion alive. As soon as it came to life, the lion roared and jumped to the three fairies. And it ate them for it was very hungry. The fourth fairy saw it on the tree sadly.

Read the text and answer the questions.

1. What is the text about?
2. Who are the characters of the text?
3. What can the first fairy do?
4. What is the meaning of the word 'skeleton' according to the text? (paragraph 2)
5. What can we learn from the story?

READING TASK CYCLE 2

Name : _____

Date : _____

Read the texts and answer the questions individually**Text 1****The Curse of Red Shoes**

Once upon a time, there was a little girl who lived with her grandmother. They were very poor. They hardly fulfilled their needs of food. Even, in summer and winter the little girl was to go barefooted. The little girl was named Laila.

One day, the queen and her little daughter, they were travelling the country. All people welcomed their coming by yelling hurrah! Hurrah! Laila was among the people. She was amazed by the appearance of Princess Anna. Her eyes were locked on Princess Anna's shoes.

"I wish I have those red shoes." Laila whispered herself.

Then, as the time the Queen and Princess Anna took a rest in an inn, Laila disguised herself as a shoe polisher.

"Princess Anna, would you like me to polish your shoes?" asked Laila. As princess Anna gave her shoes to be polished, Laila suddenly grabbed it and ran away very fast bringing the Princess' red shoes. Princess Anna cried aloud and she cursed the thief.

"You had stolen my favorite shoes! One day you will cry and die because of those red shoes. I promise it will happen!" Princess Anna cried.

Laila was so happy having the red shoes. She put them on and began to dance along the road. Everybody looked at Laila who was dancing cheerfully with her red shoes. Suddenly the wind blew wildly and thunderbolt and lightening came striking the dark sky. Then, Laila realized that she couldn't stop dancing!

Now, it was almost three days Laila danced continuously with the red shoes. Everybody couldn't help her to stop dancing. Laila was very tired and weak.

"Please... somebody. Put these red shoes off from my feet!" she cried.

Then, a wood cutter cut off her feet with the red shoes by an axe. Shortly, after that, Laila was died because she had lost much blood.

(Taken from: Fantastic Stories from the Dreamland; Comprehensive Reading for Young Learners)

Put a tick (✓) under Laila or Princess Anna for each identifies to compare between both of them.

| Identities | Laila | Princess Anna |
|-------------------------|-------|---------------|
| Lived with grandmother | | |
| Poor | | |
| Had red shoes | | |
| A thief | | |
| Whose legs were cut off | | |

Text 2

A Greedy Angel

Once upon the time, there was an angel who was cursed by the God to be an ugly giant and was sent to a heavy forest. Feeling so sad about her body, she always cried while she was sitting on a big rock under elm three. She did not want to eat anything. She only had one wish that was she wanted to be beautiful as before. Then, a fairy mother came approaching her.

“Hi, ugly giant. Why do you look so sad?” Asked the fairy mother.

“I want to be a beautiful angel. Once I was an angel, but I did something wrong. So God changed me into an ugly giant. That makes me so sad.” The ugly giant answered.

“Well”, I’ll help you. Look at this jewel, follow its light. Next, you will arrive at a pond. You must dive yourself in that pond for five times. Then, you will change into a beautiful angel.” Said the fairy, holding a bright jewel.

The fairy mother then disappeared, while the jewel flew away into the air. The ugly giant walked fast following the jewel until she arrived at a pond. There, she dived herself five times into the water. Amazing! She turned into a beautiful angel!

“Wow! If I dive five more times again, I must turn to be more beautiful.” She said. Thus, she dived again for another five times, and... She turned back into an ugly giant! That’s because of her greediness.

(Taken from: Fantastic Stories from the Dreamland; Comprehensive Reading for Young Learners)

Answer the questions based on the text above.

1. What is the text about?
2. Who are the characters of the story?
3. What must the ugly giant do to be a beautiful angel?
4. What is the meaning of ‘jewel’ according to the text? (paragraph 3)
5. What can we learn from the story?

Appendix F

Reading Comprehension Tests

(Pre-Test & Post-Test)

KISI-KISI PENULISAN SOAL (PRE-TEST & POST-TEST)

Jenis Sekolah : Negeri
Mata Pelajaran : Bahasa Inggris
Kurikulum : KTSP
Alokasi Waktu : 40 menit

Jumlah Soal : 20
Bentuk Soal : PG
Penyusun : Verseveranda Lousia Kaunang

| Standar Kompetensi | Kompetensi Dasar | Kelas/Semester | Materi Pokok | Indikator Soal | Nomor Soal |
|---|--|----------------|----------------|---|----------------|
| Membaca | | | | | |
| Memahami makna dalam esei pendek sederhana berbentuk <i>recount</i> , dan <i>narrative</i> untuk berinteraksi dengan lingkungan sekitar | 11.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>recount</i> dan <i>narrative</i> | VIII/ 2 | Narrative text | Disajikan teks berbentuk narrative, siswa dapat menjawab pertanyaan tentang ide pokok. | 1,11,17 |
| | | | | Disajikan teks berbentuk narrative, siswa dapat menjawab pertanyaan tentang informasi rinci | 2,13,18, 25,30 |
| | | | | Disajikan teks berbentuk narrative, siswa dapat menemukan rujukan kata yang benar. | 7,14,22, 33 |
| | | | | Disajikan teks berbentuk narrative, siswa dapat menginterpretasikan kata yang direferensikan. | 6,15 |

| | | | | | |
|--|--|--|--|--|-------------|
| | | | | Disajikan teks berbentuk narrative, siswa dapat menemukan makna tersirat | 27,34 |
| | | | | Disajikan teks berbentuk narrative, siswa dapat menemukan nilai moral. | 16,24,28,35 |

Kunci Jawaban

| | |
|-------|-------|
| 1. B | 11. A |
| 2. C | 12. B |
| 3. B | 13. B |
| 4. C | 14. D |
| 5. D | 15. A |
| 6. D | 16. A |
| 7. A | 17. C |
| 8. C | 18. D |
| 9. D | 19. A |
| 10. C | 20. C |

Name : _____

Date : _____

Read the following texts then choose the best answer A, B, C, or D, to each question.

Questions 1-4

A DRAGON AND A BIRD

There lived a powerful dragon in deep of a forest that liked to hunt for huge beast. When he finished eating the beast, he would fly to the sky and spurted fire from his mouth. One day, when he chewed the flesh of an elephant, unluckily a bone stuck in his throat.

“Aw!” The dragon cried as he felt pain in his throat. He struggled hard to take the bone out from his throat, but he failed. The dragon cried for help. A small bird was flying over the dragon and she felt compassion for him.

“What can I do for you, Dragon?” asked the bird.

“There’s a bone stuck in my throat, and I can’t take it out,” the dragon answered.

“Don’t worry, Dragon. I’ll take the bone out from your throat,” the bird said.

“Okay.”

Then, the dragon opened his mouth wide. The bird entered the dragon’s wide open mouth. She took the bone and threw it to the outside. As the bird entered the dragon’s mouth for the second chance to make sure that there was no other bone left, immediately the dragon swallowed the bird, “You foolish bird!” The dragon whispered.

(Taken from: Fantastic Stories from the Dreamland; Comprehensive Reading for Young Learners)

1. What is the text about?
 - A. The friendship of the dragon and the bird.
 - B. The dragon’s cruelty to the bird.
 - C. The bird’s goodness for the dragon.
 - D. The power of the dragon in the forest.
2. What happened to the dragon’s throat?
 - A. The dragon’s throat was injured.
 - B. A bone of a bird stuck the dragon’s throat.
 - C. A bone of an elephant stuck the dragon’s throat.
 - D. The dragon’s throat cannot be closed.
3. The word “she” in line 15 refers to....
 - A. the dragon
 - B. the bird
 - C. the elephant
 - D. the eagle

4. The word “foolish” in the last sentence is closest in meaning to....
- A. smart
 - B. generous
 - C. stupid
 - D. cruel

Questions 5-9

A GREEDY ANGEL

Once upon the time, there was an angel who was cursed by the God to be an ugly giant and was sent to a heavy forest. Feeling so sad about her body, she always cried while she was sitting on a big rock under elm tree. She did not want to eat anything. She only had one wish that was she wanted to be beautiful as before. Then, a fairy mother came approaching her.

“Hi, ugly giant. Why do you look so sad?” asked the fairy mother.

“I want to be a beautiful angel. Once I was an angel, but I did something wrong. So God changed me into an ugly giant. That makes me so sad,” the ugly giant answered.

“Well”, I’ll help you. Look at this jewel, follow its light. Next, you will arrive at a pond. You must dive yourself in that pond for five times. Then, you will change into a beautiful angel,” said the fairy, holding a bright jewel. The fairy mother then disappeared, while the jewel flew away into the air. The ugly giant walked fast following the jewel until she arrived at a pond. There, she dived herself five times into the water.

Amazing! She turned into a beautiful angel!

“Wow! If I dive five more times again, I must turn to be more beautiful,” she said. Thus, she dived again for another five times, and she turned back into an ugly giant! That’s because of her greediness.

(Taken from: Fantastic Stories from the Dreamland; Comprehensive Reading for Young Learners)

5. The text is mainly about...
- A. an angel who was blessed by the God.
 - B. an angel was given a jewel from the God.
 - C. an angel who got the power from the God.
 - D. an angel who was cursed by the God.
6. Where did the God send the ugly giant?
- A. To the mountain.
 - B. To the desert.
 - C. To the pond.
 - D. To the forest.
7. The word “pond” in line 11 is closest in meaning to...
- A. pool.
 - B. waterfall.
 - C. well.
 - D. cage.

8. The word “she” in line 14 refers to...
- A. the fairy mother.
 - B. the beautiful angel.
 - C. the ugly giant.
 - D. the pretty angel.
9. What is the moral value taken from the text?
- A. Don't be desperate.
 - B. Don't be easy to cry.
 - C. Don't be sad.
 - D. Don't be greedy.

Questions 10-13

Once when a Lion was asleep, a little Mouse began running up and down upon him, which soon awakened the Lion, who placed his huge paw upon him, and opened his big jaws to swallow him. “Pardon, o king,” cried the little Mouse: “Forgive me this time, I shall never forget it: who knows but what I may be able to do you turn some of these days?”

The Lion was so tickled at the idea of the Mouse being able to help him that he lifted up his paw and let him go.

Sometime afterward, the Lion was caught in a trap and the hunters, who desired to carry him alive to the king, tied him to a tree while they went in search of a wagon to carry him on. Just then the little Mouse happened to pass by, and seeing the sad plight, in which the Lion was, soon gnawed away the ropes that bound the king of the beasts. “Was I not right?” said the little Mouse.

(Taken from: <http://folkloreandmyth.net/frims.com>)

10. What is the story about?
- A. The sleeping Lion.
 - B. The Lion and the hunters.
 - C. The Lion and the Mouse.
 - D. The Lion and the king.
11. What did the Mouse promise to the Lion?
- A. To help the Lion someday.
 - B. To trap the lion.
 - C. To carry him to the king.
 - D. To tie him to a tree.
12. The word “swallow” in line 3 is closest in meaning to...
- A. drink.
 - B. eat.
 - C. throw.
 - D. kill.

13. What is the moral value taken from the text?

- A. We have to be careful.
- B. We have to help each other.
- C. We can help our enemy.
- D. We can live with our enemy.

Questions 14-15

THE MONKEY AND THE CROCODILE

One day, a monkey wanted to cross a river. He saw a crocodile in the river, so he asked the crocodile to help him. The crocodile told the monkey to jump onto its back. Then, the crocodile swam down the river.

Now, the crocodile was very hungry. When the crocodile was in the middle of the river, it stopped and said to the monkey, "Monkey, my father is very sick. He must eat the heart of a monkey, and then he will be strong again."

The monkey thought for a while. Then, he told the crocodile to swim back to the river bank. "What for?" asked the crocodile.

"Because I didn't bring my heart with me," said the monkey, "I left it under the tree near some coconuts."

So the crocodile turned around and swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile's back and climbed up to the top of the tree.

"Where is your heart?" asked the crocodile.

"You are foolish," the monkey said to the crocodile, "Now, I am free and you have nothing."

The monkey told the crocodile not to try to fool him again. The crocodile swam away, hungry.

(Taken from: <http://bos-sulap.blogspot.com/2010/08/narrative-text-monkey-and-crocodile.html>)

14. Why did the monkey ask the crocodile for help? Because...

- A. he did not bring his heart.
- B. he wanted to swim back to river bank.
- C. he liked the crocodile.
- D. he wanted to cross the river.

15. It can be said that the monkey was...

- A. smart.
- B. foolish.
- C. stupid.
- D. naughty.

Questions 16-20

THE NAUGHTY BOY AND THE WITCH

Once upon a time, there was a little boy who was very naughty. He never obeyed when his parents spoke to him.

"Mother, Father, do you know the old witch?" the little boy said to his parents.

"Yes, why are asking me?" his mother said.

"I have heard so much of the old witch, because she is a wicked old woman who performs many bad deeds! And if you go near her, you are no longer a child of ours!"

The boy then ran fast out the house. He went to the witch's house. In the witch's house, he was asked by the witch: "What happens to you? Why are you so pale?"

"I saw a black creature in front of your house." The boy answered.

"Ah, that was my cat."

"Then, I saw a grey man on your steps."

"That was my shadow."

"And... I saw a bloody man."

"Ha...ha...ha...that was my butcher." answered the old witch.

"Your house is so scary. I saw a creature with a fiery head."

"I have waited a naughty boy like you for long time. You entered my house without permission that made my house so dim. Now, you shall give me the light," the witch said.

Directly, the old witch changed the little boy into a log of wood. The old witch then threw the wood on the fire.

(Taken from: Fantastic Stories from the Dreamland; Comprehensive Reading for Young Learners)

16. The text is mainly about...
 - A. the little boy who got the consequence for his naughtiness.
 - B. the little boy who became a log of food.
 - C. the little boy who was very naughty.
 - D. the little boy who went to the witch's house.
17. Where did the little boy run?
 - A. Went to the witch's storehouse.
 - B. Went to the witch's kitchen.
 - C. Went to the witch's house.
 - D. Went to the witch's terrace.
18. "You entered my house without permission that made my house so dim." The word underlined is closest in meaning to...
 - A. clear.
 - B. bright.
 - C. shine.
 - D. not bright.

19. "The boy then ran fast out the house. He went to the witch's house." It means that...

- A. he didn't listen what his parents said.
- B. he wanted to know about the witch.
- C. he was so curious about the witch.
- D. he wanted to find the witch.

20. The moral value taken from the text is...

- A. we are forbidden to go to the witch's house.
- B. there is a witch outside.
- C. we have to obey what the parents say.
- D. we have to prove that there are no witches.

Appendix G

Students' Score of Reading Task

Cycle I & II

**STUDENTS' SCORE OF READING COMPREHENSION TASKS OF
CLASS VIIIG SMPN 16 YOGYAKARTA**

(CYCLE 1 & CYCLE 2)

| No | Name | Cycle 1 | Cycle 2 |
|-----------|----------------------------|----------------|----------------|
| 1. | Bella Anasya | 100 | 100 |
| 2. | Adel Wicaksana | 89 | 95 |
| 3. | Achmad Syahrul Hanafi | 89 | 95 |
| 4. | Idris Febrianto F | 89 | 95 |
| 5. | Mu'adz Luthfi Al-Hasbi | 89 | 95 |
| 6. | Muh. Rizki A | 94 | 95 |
| 7. | Sifa Dinia | 89 | 100 |
| 8. | Rr. Anindya Dian Pertiwi | 100 | 100 |
| 9. | Alda Puspa Alia | 89 | 100 |
| 10. | Alvrita Nur Havivah | 83 | 100 |
| 11. | Vardila Syawala Davitri | 100 | 100 |
| 12. | Ika Ayuning Tyas | 89 | 100 |
| 13. | Ajeng Aini Halimah | 94 | 100 |
| 14. | Adelia Ockta S | 89 | 100 |
| 15. | Tegar Handoko | 65 | 89 |
| 16. | Yusuf Novianto | 94 | 100 |
| 17. | Dina Arifka | 100 | 100 |
| 18. | Mohammad Irfan Nugraha | 100 | 95 |
| 19. | Abhista Tegar Prakasa H | 100 | 95 |
| 20. | Oktavia Prita Dewi | 100 | 100 |
| 21. | Arsiana Zainnurul I | 100 | 100 |
| 22. | Ardi Haryo Wahyu Pratama | 89 | 95 |
| 23. | Kharismawan Irfan Fauzy | 100 | 95 |
| 24. | Kirana Emeraldi Agriasukma | 89 | 100 |
| 25. | Adelia Setia R | 89 | 100 |
| 26. | Habib Maulana | 100 | 95 |
| 27. | Sekar Tyasing W | 89 | 100 |
| 28. | Ajeng Sekaringtyas | 94 | 100 |
| 29. | Fitrah Nur Setiani | 94 | 100 |
| 30. | Greggi Ghufon Advando M | 83 | 89 |
| 31. | Isa Fatih Utama | 94 | 89 |
| 32. | Rayhan Faiq Bayhaqi | 89 | 89 |
| 33. | Ferry Krisdiyanto | 83 | 89 |
| 34. | Dyotharetha Zahra Kaulika | 94 | 100 |
| 35. | Adies Wara Sundari | 94 | 100 |

Appendix H

Students' Score of Pre-Test and Post-Test

**STUDENTS' SCORE OF READING COMPREHENSION TESTS OF
CLASS VIIIG SMPN 16 YOGYAKARTA**

(PRE-TEST & POST-TEST)

| No | Name | Pre-Test | Post-Test |
|-----------|----------------------------|-----------------|------------------|
| 1. | Bella Anasya | 20 | 70 |
| 2. | Adel Wicaksana | 35 | 95 |
| 3. | Achmad Syahrul Hanafi | 35 | 95 |
| 4. | Idris Febrianto F | 35 | 95 |
| 5. | Mu'adz Luthfi Al-Hasbi | 40 | 95 |
| 6. | Muh. Rizki A | 45 | 95 |
| 7. | Sifa Dinia | 45 | 100 |
| 8. | Rr. Anindya Dian Pertiwi | 45 | 100 |
| 9. | Alda Puspa Alia | 50 | 100 |
| 10. | Alvrita Nur Havivah | 50 | 100 |
| 11. | Vardila Syawala Davitri | 50 | 100 |
| 12. | Ika Ayuning Tyas | 55 | 100 |
| 13. | Ajeng Aini Halimah | 55 | 100 |
| 14. | Adelia Ockta S | 60 | 100 |
| 15. | Tegar Handoko | 65 | 70 |
| 16. | Yusuf Novianto | 70 | 100 |
| 17. | Dina Arifka | 70 | 100 |
| 18. | Mohammad Irfan Nugraha | 75 | 95 |
| 19. | Abhista Tegar Prakasa H | 75 | 95 |
| 20. | Oktavia Prita Dewi | 75 | 100 |
| 21. | Arsiana Zainnurul I | 75 | 100 |
| 22. | Ardi Haryo Wahyu Pratama | 75 | 95 |
| 23. | Kharismawan Irfan Fauzy | 75 | 95 |
| 24. | Kirana Emeraldi Agriasukma | 80 | 100 |
| 25. | Adelia Setia R | 80 | 100 |
| 26. | Habib Maulana | 80 | 95 |
| 27. | Sekar Tyasing W | 80 | 100 |
| 28. | Ajeng Sekaringtyas | 85 | 100 |
| 29. | Fitrah Nur Setiani | 85 | 100 |
| 30. | Greggi Ghufon Advando M | 85 | 95 |
| 31. | Isa Fatih Utama | 85 | 95 |
| 32. | Rayhan Faiq Bayhaqi | 85 | 95 |
| 33. | Ferry Krisdiyanto | 85 | 95 |
| 34. | Dyotharetha Zahra Kaulika | 90 | 100 |
| 35. | Adies Wara Sundari | 95 | 100 |

Appendix I

Photographs



1. The teacher is showing some pictures.



2. The teacher is explaining the narrative text.



3. The students are writing some difficult words on the board.



4. The students are working in groups.



5. The students are playing guessing game.



6. The students are asking questions.



7. The teacher is explaining the rule of the game.



8. The students are doing the test.



9. Students get reward.

Appendix J

Letters



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id//>

FRM/FBS/33-01
 10 Jan 2011

Nomor : 0151e/UN.34.12/DT/II/2014
 Lampiran : 1 Berkas Proposal
 Hal : Permohonan Izin Penelitian

5 Februari 2014

Kepada Yth.
 Walikota Yogyakarta
 c.q. Kepala Dinas Perizinan Kota Yogyakarta

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

***THE IMPLEMENTATION OF COMPENSATION STRATEGIES TO IMPROVE READING
 COMPREHENSION OF THE GRADE 8TH STUDENTS AT SMPN 16 YOGYAKARTA IN THE ACADEMIC
 YEAR 2013/2014***

Mahasiswa dimaksud adalah :

Nama : VERSEVERANDA LOUSIA KAUNANG
 NIM : 09202241083
 Jurusan/ Program Studi : Pendidikan Bahasa Inggris
 Waktu Pelaksanaan : Februari – April 2014
 Lokasi Penelitian : SMPN 16 Yogyakarta

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
 Kasubbag Pendidikan FBS,

Indun Probo Utami, S.E.
 NIP 19670704 199312 2 001

Tembusan:
 1. Kepala SMPN 16 Yogyakarta



PEMERINTAH KOTA YOGYAKARTA
DINAS PERIZINAN

Jl. Kenari No. 56 Yogyakarta Kode Pos : 55165 Telp. (0274) 555241, 515865, 515866, 562682
Fax (0274) 555241
EMAIL : perizinan@jogjakota.go.id
HOT LINE SMS : 081227625000 HOT LINE EMAIL : upik@jogjakota.go.id
WEBSITE : www.perizinan.jogjakota.go.id

SURAT IZIN

NOMOR : 070/0395

0754/34

Membaca Surat : Dari Dekan Fak. Bahasa dan Seni - UNY
Nomor : 0151e/UN34.12/DT/II/2014 Tanggal : 05/02/2014

Mengingat : 1. Peraturan Daerah Kota Yogyakarta Nomor 10 Tahun 2008 tentang Pembentukan, Susunan, Kedudukan dan Tugas Pokok Dinas Daerah
2. Peraturan Walikota Yogyakarta Nomor 85 Tahun 2008 tentang Fungsi, Rincian Tugas Dinas Perizinan Kota Yogyakarta;
3. Peraturan Walikota Yogyakarta Nomor 29 Tahun 2007 tentang Pemberian Izin Penelitian, Praktek Kerja Lapangan dan Kuliah Kerja Nyata di Wilayah Kota Yogyakarta;
4. Peraturan Walikota Yogyakarta Nomor 18 Tahun 2011 tentang Penyelenggaraan Perizinan pada Pemerintah Kota Yogyakarta;
5. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor: 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta;

Dijijinkan Kepada : Nama : VERSEVERANDA LOUSIA K. NO MHS / NIM : 09202241083
Pekerjaan : Mahasiswa Fak. Bahasa dan Seni - UNY
Alamat : Kampus Karangmalang, Yogyakarta
Penanggungjawab : Dr. Margana, M.Hum., M.A.
Keperluan : Melakukan Penelitian dengan judul Proposal : THE IMPLEMENTATION OF COMPENSATION STRATEGIES TO IMPROVE READING COMPREHENSION OF GRADE 8TH STUDENTS AT SMPN 16 YOGYAKARTA IN THE ACADEMIC YEAR OF 2013/2014

Lokasi/Responden : Kota Yogyakarta
Waktu : 06/02/2014 Sampai 06/05/2014
Lampiran : Proposal dan Daftar Pertanyaan
Dengan Ketentuan : 1. Wajib Memberi Laporan hasil Penelitian berupa CD kepada Walikota Yogyakarta (Cq. Dinas Perizinan Kota Yogyakarta)
2. Wajib Menjaga Tata tertib dan mentaati ketentuan-ketentuan yang berlaku setempat
3. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah dan hanya diperlukan untuk keperluan ilmiah
4. Surat izin ini sewaktu-waktu dapat dibatalkan apabila tidak dipenuhinya ketentuan -ketentuan tersebut diatas
Kemudian diharap para Pejabat Pemerintah setempat dapat memberi bantuan seperlunya

Tanda tangan
Pemegang Izin

VERSEVERANDA LOUSIA K.

Dikeluarkan di : Yogyakarta
pada Tanggal : 6-2-2014



Tembusan Kepada :

- Yth. 1. Walikota Yogyakarta (sebagai laporan)
2. Ka. Dinas Pendidikan Kota Yogyakarta
3. Kepala SMP Negeri 16 Yogyakarta
4. Dekan Fak. Bahasa dan Seni - UNY
5. Ybs.



**PEMERINTAH KOTA YOGYAKARTA
DINAS PENDIDIKAN
SMP NEGERI 16**

Jl. Nagan Lor 8 Yogyakarta Kode Pos : 55133 Telp. (0274) 371032 Fax (0274) 378885
EMAIL : smpn16yogya@yahoo.co.id
HOT LINE SMS : 08122780001 HOT LINE EMAIL : upik@jogjakota.go.id
WEBSITE : www.jogjakota.go.id

SURAT KETERANGAN

Nomor : 070 / 204

Yang bertanda tangan di bawah ini Kepala SMP Negeri 16 Yogyakarta, menerangkan bahwa:

Nama : VERSEVERANDA LOUSIA KAUNANG
NIM : 09202241083
Prodi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni Universitas Negeri Yogyakarta

telah melaksanakan penelitian di SMP Negeri 16 Yogyakarta pada tanggal : 7, 17, 21, 24, 28 Februari dan 10, 14 Maret 2014 guna memperoleh data untuk menyusun Tugas Akhir Skripsi, dengan Judul :

THE IMPLEMENTATION OF COMPENSATION STRATEGIES TO IMPROVE READING COMPREHENSION OF THE GRADE 8TH STUDENTS AT SMPN 16 YOGYAKARTA THE ACADEMIC YEAR 2013 / 2014.

Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.



Yogyakarta, 19 Mei 2014

Kepala Sekolah

Drs. H. SUCIPTA, MM
NIP 19591107 199311 1 001